

Advanced Topics in Organizational Behavior

Course No : 02804050

Credit : 2

Prerequisite :

Program : Graduate

Instructor : Jiang Tingru

Semester : 2015 Fall

Instructor's resume/brief introduction(Within 500 words):

Jack Ting-Ju Chiang is an Assistant Professor of Management at the Guanghua School of Management, Peking University. He received his Ph.D. in Organizational Behavior at the Michael G. Foster School of Business, University of Washington. Jack's work explores how leadership styles or behaviors are developed and shaped by different contexts, such as national culture and extreme contexts. He is also examining how paternalistic leaders exert their authoritarian, benevolent, and moral influences to achieve higher levels of motivation and performance with followers in the Chinese context. He has work published on Organizational Behavior & Human Decision Processes, Journal of Management, and Academy of Management Best Paper Proceedings. His dissertation proposal won the First Prize Award of the Li Ning Dissertation Grant, International Association for Chinese Management Research (IACMR).



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TA's contact information::

Office hour:

Program Learning Goals and Objectives

- 1 **Learning Goal 1** Graduates will be thoroughly familiar with the specialized knowledge and theories required for the completion of academic research.
 - 1.1 Objective 1 Graduates will have a deep understanding of basic knowledge and theories in their specialized area.
 - 1.2 Objective 2 Graduates will be familiar with the latest academic findings in their specialized area and will be knowledgeable about related areas.
 - 1.3 Objective 3 Graduates will be familiar with research methodologies in their specialized area, and will be able to apply them effectively.
- 2 **Learning Goal 2** Graduates will be creative scholars, who are able to write and publish high-quality graduation dissertation and research papers.
 - 2.1 Objective 1 Graduates will write and publish high-quality graduation dissertation and research papers
 - 2.2 Objective 2 Graduates will be critical thinkers and innovative problems solvers.

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- 3 **Learning Goal 3** Graduates will have a broad vision of globalization and will be able to communicate and cooperate with international scholars
- 3.1 Objective 1 Graduates will have excellent oral and written communication skills
 - 3.2 Objective 2 Graduates will be able to conduct efficient academic communication in at least one foreign language
- 4 **Learning Goal 4** Graduates will be aware of academic ethics and will have a sense of social responsibility.
- 4.1 Objective 1 Graduates will have a sense of social responsibility.
 - 4.2 Objective 2 Graduates will be aware of potential ethical issues in their academic career.
 - 4.3 Objective 3 Graduates will demonstrate concern for social issues.

Course Overview

The purpose of this research-based course is to review the major theories of leadership (and related theories) and their uses in organizational settings. Leadership is a core construct in the field of Organizational Behavior and has been studied from many perspectives. We will take a broad view in our analysis, looking at various causes and consequences of leadership behavior.

Course Objectives

- 1) Understanding the existing theory and research.
- 2) Developing research ideas that can and should be done to further our knowledge about a topic.
- 3) Developing a good sense about how to publish on top journals

You are assigned five to six readings per week, which should be a reasonable workload. For each reading (and as usual), each of you should be able to identify and discuss (1) its overall point or purpose, (2) questions for and disagreements you may have with the author(s), and (3) the readings contribution to the literature.

The class time will consist almost entirely of discussion of the week's readings. I expect you to not only have read the articles prior to coming to class, but also to jot down some notes for yourself on what interested from the reading, what you were confused about, and what you agreed or disagreed with from the readings. This should enhance our discussions and help us all achieve a greater understanding of the topic.

Evaluation and Responsibilities

Your grade will be determined by my evaluation of 1) class participation, 2) a review assignment, 3) a term paper, and 4) a presentation.

Fall 2015 Course Schedule

Sessions	Topics
1	Introduction
2	Multi-Level Theory
3	Emotions and Affect
4	National Holiday
5	Identity and Identification
6	Trait-Based Leadership
7	The Full Range Model (Transformational, Transactional, and Laissez-Faire Leadership)

8	Authentic and Ethical Leadership
9	Upper Echelon
10	Paternalistic Leadership
	Final Presentation I
11	Final Presentation II

Reading List

Week 1: Introduction

- Mowday, R. T., & Sutton, R. I. 1993. Organizational behavior: Linking individuals and groups to organizational contexts. *Annual Review of Psychology*, 44: 195-229.
- Whetten, D. 1989. What constitutes a theoretical contribution? *Academy of Management Review*, 14: 490-495.
- Porter, L. W. 1996. Forty years of organization 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.
- Weick, K. 1995. What theory is not, Theorizing is. *Administrative Science Quarterly*, 40: 385-390.

Week 2: Multi-Level Theory

- Chan, D. 1998. Functional relations among constructs in the same content domain at different levels of analysis: A typology of composition models. *Journal of applied psychology*, 83(2): 234-246.
- Klein, K. J., & Kozlowski, S. W. 2000. From micro to meso: Critical steps in conceptualizing and conducting multilevel research. *Organizational research methods*, 3(3): 211-236.
- Chen, G., Bliese, P. D., & Mathieu, J. E. 2005. Conceptual framework and statistical procedures for delineating and testing multilevel theories of homology. *Organizational Research Methods*, 8(4): 375-409.
- Hitt, M. A., Beamish, P. W., Jackson, S. E., & Mathieu, J. E. 2007. Building theoretical and empirical bridges across levels: Multilevel research in management. *Academy of Management Journal*, 50(6): 1385-1399.
- Morgeson, F. P., & Hofmann, D. A. 1999. The structure and function of collective constructs: Implications for multilevel research and theory development. *Academy of Management Review*, 24(2): 249-265.
- Plowman, D. A., Baker, L. T., Beck, T. E., Kulkarni, M., Solansky, S. T., & Travis, D. V. 2007. Radical change accidentally: The emergence and amplification of small change. *Academy of Management Journal*, 50(3): 515-543.

Week 3: Emotions and Affect

- Weiss, H. M., & Cropanzano, R. 1996. Affective events theory: A theoretical discussion of the structure, causes and consequences of affective experiences at work. *Research in Organizational Behavior*, 18: 1-74.
- Fredrickson, B. L. 2001. The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American psychologist*, 56(3): 218.
- Kelly, J. R., & Barsade, S. G. 2001. Mood and emotions in small groups and work teams. *Organizational behavior and human decision processes*, 86(1): 99-130.
- Amabile, T. M., Barsade, S. G., Mueller, J. S., & Staw, B. M. 2005. Affect and creativity at work. *Administrative science quarterly*, 50(3): 367-403.
- Barsade, S. G., & Gibson, D. E. 2007. Why does affect matter in organizations? *Academy of Management Perspectives*, 21(1): 36-59.
- Izard, C. E. 2009. Emotion theory and research: Highlights, unanswered questions, and emerging issues. *Research in Organizational Behavior*, 60: 1-25.

Week 4: National Holiday

Week 5: Identity and Identification

- Markus, H. R., & Kitayama, S. 1991. Culture and the self: Implications for cognition, emotion, and motivation. *Psychological review*, 98(2): 224-253.
- Brewer, M. B., & Gardner, W. 1996. Who is this “we”? Levels of collective identity and self representations. *Journal of Personality and Social Psychology*, 71: 83-93.
- Hogg, M. A., & Terry, D. J. 2000. Social identity and self-categorization processes in organizational contexts. *Academy of Management Review*, 25: 121-140.
- Ashforth, B. E., & Mael, F. 1989. Social identity theory and the organization. *Academy of Management Review*, 14: 20-39.
- Ashforth, Harrison, & Corley. 2008. Identification in organizations - An examination of four fundamental questions. *Journal of Management*, 34: 325-374.
- Pratt, M. G. 2000. The good, the bad, and the ambivalent: Managing identification among Amway distributors. *Administrative Science Quarterly*, 45: 456-493.

Week 6: Trait-Based Leadership

- Kirkpatrick, S.A. and Locke, E.A. 1991. Leadership: Do traits matter? *Academy of Management Executive*, 5: 48-60.
- Lord, R. G., De Vader, C. L., & Alliger, G. M. 1986. A meta-analysis of the relation between personality traits and leadership perceptions: An application of validity generalization procedures. *Journal of Applied Psychology*, 71(3): 402-410.

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- Zaccaro, S. J. 2007. Trait-based perspectives of leadership. *American Psychologist*, 62: 6-16.
 - Judge, T.A., Colbert, A.E., & Ilies, R. 2004. Intelligence and leadership: A quantitative review and test of theoretical propositions. *Journal of Applied Psychology*, 89: 542-552.
 - Mischel, W., & Shoda, Y. 1995. A cognitive-affective system theory of personality: reconceptualizing situations, dispositions, dynamics, and invariance in personality structure. *Psychological review*, 102(2), 246-268.
 - Vroom, V. H., & Jago, A.G. 2007. The role of the situation in leadership. *American Psychologist*, 62: 17-24.
 - Judge, T. A., Piccolo, R. F., & Kosalka, T. 2009. The bright and dark sides of leader traits: A review and theoretical extension of the leader trait paradigm. *Leadership Quarterly*, 20: 855-875.

Week 7: The Full Range Model

- Bass, B.M. 1999. Two decades of research and development in transformational leadership. *European Journal of Work and Organizational Psychology*, 8: 9-32.
- Judge, T.A., & Piccolo, R.F. 2004. Transformational and transactional leadership: A meta-analytic test of their relative validity. *Journal of Applied Psychology*, 89: 755-768.
- Dvir, T., Eden, D., Avolio, B. J., & Shamir, B. 2002. Impact of transformational leadership on follower development and performance: A field experiment. *Academy of Management Journal*, 45: 735-744.
- Bono, J. E., & Judge, T. A. 2004. Personality and transformational and transactional leadership: A meta-analysis. *Journal of Applied Psychology*, 89, 901-910.
- Liao, H., & Chuang, A. 2007. Transforming Service Employees and Climate: A Multilevel, Multisource Examination of Transformational Leadership in Building Long-Term Service Relationships. *Journal of Applied Psychology*, 92: 1006-1019.
- Bass, B. M., & Steidlmeier, P. 1999. Ethics, character, and authentic transformational leadership behavior. *Leadership Quarterly*, 10: 181-217.

Week 8: Authentic and Ethical Leadership

- Walumbwa, F. O., Avolio, B. J., Gardner, W. L., Wernsing, T. S., & Peterson, S. J. 2008. Authentic leadership: Development and validation of a theory-based measure. *Journal of Management*, 34: 89-126.
- Gardner, W. L., Cogliser, C. C., Davis, K. M., & Dickens, M. P. 2011. Authentic leadership: A review of the literature and research agenda. *Leadership Quarterly*, 22: 1120-1145.
- Brown, M. E., Treviño, L. K., & Harrison, D. A. 2005. Ethical leadership: A social learning perspective for construct development and testing. *Organizational Behavior & Human Decision Processes*, 97: 117-134.
- Brown, M. E., & Treviño, L. K. 2006. Ethical leadership: A review and future directions.

Leadership Quarterly, 17: 595-616.

Schaubroeck, J. M., Hannah, S. T., Avolio, B. J., Kozlowski, S. W. J., Lord, R. G., Trevino, L. K., Dimotakis, N., & Peng, A. C. In press. Embedding Ethical Leadership within and across Organization Levels. *Academy of Management Journal*.

Week 9: Upper Echelon

Hambrick, D. C., & Mason, P. A. 1984. Upper echelons: The organization as a reflection of its top managers. *Academy of Management Review*, 9: 193–206.

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

Chatterjee, A. & D. C. Hambrick. 2007. It's All about Me: Narcissistic CEOs and Their Effects on Company Strategy and Performance. *Administrative Science Quarterly*, 52: 351-386.

Ling, Y., Simsek, Z., Lubatkin, M. H., & Veiga, J. F. 2008. Transformational leadership's role in promoting corporate entrepreneurship: Examining the CEO–TMT interface. *Academy of Management Journal*, 51:557–576.

Li, J., & Tang, Y. 2010. CEO Hubris and Firm Risk Taking in China: The Moderating Role of Managerial Discretion. *Academy of Management Journal*, 53: 45–68.

Ou, A. Y., Tsui, A. S., Kinicki, A. J., Waldman, D. A., Xiao, Z., & Song, L. J. (2014). Humble Chief Executive Officers' Connections to Top Management Team Integration and Middle Managers' Responses. *Administrative Science Quarterly*, 29: 34-72.

Week 10: Paternalistic Leadership and Final Presentation (2 sessions)

Farh, J. L., & Cheng, B. S. 2000. A cultural analysis of paternalistic leadership in Chinese organizations. In J. T. Li, A. S. Tsui, & E. Weldon (Eds.), *Management and organizations in the Chinese context*: 84-127. London: Macmillan.

Pellegrini, E. K., & Scandura, T. A. 2008. Paternalistic leadership: A review and agenda for future research. *Journal of Management*, 34: 566-593.

Farh, J. L., Liang, J., Chou, L. F., & Cheng, B. S. 2008. Paternalistic leadership in Chinese organizations: Research progress and future research directions. In C. C. Chen & Y. T. Lee (Eds.), *Leadership and management in China: Philosophies, theories, and practices*: 171-205. Cambridge, UK: Cambridge University Press.

Chen, X. P., Eberly, M. B., Chiang, T. J., Farh, J. L., & Cheng, B. S. 2014. Affective trust in Chinese leaders: Linking paternalistic leadership to employee performance. *Journal of Management*, 40(3): 796-819.