



**Doctoral Seminar**  
**Advanced Topics in Organizational Behavior**  
**Fall, 2012**

Course Number: 02804050

Course Title: Advanced Topics in Organizational Behavior

Instructor: Jack Chiang, Ph.D.

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Class meeting: Thursdays 3:30pm-6:30pm at 114

Weekly/Total hours: 3/30 Credits: 2

Office Hours: Thursdays 1:30pm-3:30pm or by appointment

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### **Course Description**

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 paper, and 3) a presentation.

### **Class Participation (40%)**

The only way this seminar will work is if we are prepared every week to talk about each topic. To help in this regard we will do the following.

First, each of you will be responsible for distributing the readings to class members for one or two of the eight week meetings (by emails). If you can't find a specific reading, please let me know in advance.

Second, each of you will be assigned to one specific reading each week. When you are assigned to be a discussion leader on a specific reading, you should be especially well prepared for class because you will guide the class to discuss the reading. You should provide a structure for our interaction, make sure that we compare and contrast perspectives, discuss the primary themes and contributions of the research, identify gaps and potential areas for future research, and stay focused on the topic. In your role as a discussion leader, you will facilitate the participation of other class members.

Finally, for every week I'd like you to bring a research idea to class based on the readings for that week. This research idea can be based on the reading you summarize or on other reading for that week. These research ideas must be ones that you think would really increase our knowledge on a topic, not just a minor modification or replication of an existing study. This can be a fun and exciting seminar if we all chip in.

### **Research Paper (40%)**

The paper will be a research proposal. Pick a topic you find of interest and write a 10-15 page proposal. The thing about proposals is that you can sort of assume that various resources (time, money, help) and necessities (materials, subjects, willing organizations) are available. While these may be real world constraints you need not be terribly bothered by them.

The real focus of the exercise is for you to think of an issue you would want to know more about and design a way to examine the issues thoroughly by means of research.

I recognize that most of you are not experts on these topics (and thus our knowledge and judgment about what has been done or needs to be done is limited) or research design (and thus your sophistication with statistical procedures is not high) so I will not be heavily weighting these aspects of the proposal. I will be looking for a sound grasp of an issue and a well argued, logical research strategy.

In order to ensure your paper topic is appropriate, each of you will turn in a **two- or three-page proposal (double-spaced)** and briefly talk about your idea for your proposal in class during weeks 6 (Oct, 18) and week 7 (Oct, 25). This activity will provide you with some feedback and sharpening of ideas. **The paper is due Thursday, November 29.**

### **Presentation (20%)**

You will need to present your paper in class on either **November 15 or November 22**. The presentation format is very similar to a scholarly paper session of the Academy of Management Meeting. 3-5 research papers will be bundled in each scholarly paper session. I will arrange your presentation based on the similarity of the topics in your research papers (after reviewing your 2-3 page short proposals). We will have three scholarly paper sessions for your final presentation. The first session will be held on November 15. The rest will be held on November 22.

You will be given 12 minutes to present your research. There will be a short Q&A right after your presentation. In the end of every session, there will be a formal Q&A session. Your responses to the questions are also included in the evaluation.

### **Fall 2012 Course Schedule**

<b>Weeks</b>	<b>Dates</b>	<b>Topics</b>	<b>Assignments</b>
<b>1</b>	<b>9/13</b>	Introduction	
<b>2</b>	<b>9/20</b>	Research Methods: Theoretical Contribution	
<b>3</b>	<b>9/27</b>	Trait-Based Leadership	
<b>4</b>	<b>10/4</b>	National Holiday	
<b>5</b>	<b>10/11</b>	The Full Range Model (Transformational, Transactional, and Laissez-Faire Leadership)	
<b>6</b>	<b>10/18</b>	Authentic and Ethical Leadership	Paper summary (1)
<b>7</b>	<b>10/25</b>	Upper Echelon	Paper summary (2)
<b>8</b>	<b>11/1</b>	Research Methods: Publishing on Top Journals	
<b>9</b>	<b>11/8</b>	Empowerment & Shared Leadership	
<b>10</b>	<b>11/15</b>	Paternalistic Leadership Final Presentation I	
<b>11</b>	<b>11/22</b>	Final Presentation II	
	<b>11/29</b>		Paper due

## Reading List

### Week 1: Introduction

### Week 2

- 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.
- Whetten, D. 1989. What constitutes a theoretical contribution? *Academy of Management Review*, 14, 490-495.
- Mowday, R. T., & Sutton, R. I. 1993. Organizational behavior: Linking individuals and groups to organizational contexts. *Annual Review of Psychology*, 44: 195-229.
- Avolio, B. J. 2007. Promoting more integrative strategies for leadership theory-building. *American Psychologist*, 62: 25-33.

### Week 3

- Kirkpatrick, S.A. and Locke, E.A. 1991. Leadership: Do traits matter? *Academy of Management Executive*, 5, 48-60.
- Zaccaro, S. J. 2007. Trait-based perspectives of leadership. *American Psychologist*, 62, 6-16.
- Eagly, A. H., Karau, S. J., & Makhijani, M. G. 1995. Gender and the effectiveness of leaders: A meta-analysis. *Psychology Bulletin*, 117, 125–145.
- Judge, T.A. Colbert, A.E. and Ilies, R. 2004. Intelligence and leadership: A quantitative review and test of theoretical propositions. *Journal of Applied Psychology*, 542-552.
- Vroom, V.H. and 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 4: National Holiday

### Week 5

- 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. and 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.
- Galvin, B. M., Balkundi, P., & Waldman, D. A. 2010. Spreading the word: The role of surrogates in charismatic leadership processes. *Academy of Management Review*, 35, 477– 494.

#### Week 6

- 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(1): 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 7

- 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.

#### Week 8

- Colquitt, J. A., & George, G. 2011. Publishing in AMJ – Part 1: Topic Choice. *Academy of Management Journal*, 54: 432–435.
- Bono, J. E., & McNamara, G. 2011. Publishing in AMJ – Part 2: Research Design. *Academy of Management Journal*, 54: 657–660.
- Grant, A. M., & Pollock, T. G. 2011. Publishing in AMJ – Part 3: Setting the Hook. *Academy of Management Journal*, 54: 873–879.
- Sparrowe, R. T., & Mayer, K. J. 2011. Publishing in AMJ – Part 4: Grounding Hypotheses. *Academy of Management Journal*, 54: 1098–1102.
- Zhang, Y., & Shaw, J. D. 2012. Publishing in AMJ – Part 5: Crafting the Methods and Results. *Academy of Management Journal*, 55: 8–12.
- Geletkanycz, M., & Tepper, B. J. 2012. Publishing in AMJ – Part 6: Discussing the Implications. *Academy of Management Journal*, 55: 256–260.
- Bansal, P., & Corley, K. 2012. Publishing in AMJ – Part 7: What’s Different about Qualitative Research? *Academy of Management Journal*, 55: 509–513.
- Avolio, B. J., Walumbwa, F. O., & Weber, T. J. 2009. Leadership: Current theories, research, and future directions. *Annual Review of Psychology*, 60, 421-449.

#### Week 9

- Spreitzer, G.M. 1995. Psychological empowerment in the workplace: Dimensions, measurement and validation. *Academy of Management Journal*, 38: 1442-1465.
- Aheame, M., Mathieu, J. and Rapp, A. 2005. To empower or not to empower your sales force? An empirical examination of the influence of leadership empowerment behavior on customer satisfaction and performance. *Journal of Applied Psychology*, 90: 945-955.
- Chen, G., Kirkman, B. L., Kanfer, R., Allen, D., & Rosen, B. 2007. A multilevel study of leadership, empowerment, and performance in teams. *Journal of Applied Psychology*, 92, 331-346.
- Pearce, C. L., & Conger, J. A. 2003. All those years ago: The historical underpinnings of shared leadership. In C. L. Pearce & J. A. Conger (Eds.), *Shared leadership: Reframing the hows and whys of leadership*: 1–18. Thousand Oaks, CA: Sage.
- Carson, J. B., Tesluk, P. E., & Marrone, J. A. 2007. Shared leadership in teams: An investigation of antecedent conditions and performance. *Academy of Management Journal*, 50: 1217-1234.

## Week 10

- 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.
- Cheng, B. S., Chou, L. F., Wu, T. Y., Huang, M. P., & Farh, J. L. 2004. Paternalistic leadership and subordinate responses: Establishing a leadership model in Chinese organizations. *Asian Journal of Social Psychology*, 7: 89-117.
- 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. in press. Affective trust in Chinese leaders: Linking paternalistic leadership to employee performance. *Journal of Management*.