

Syllabus: October 16v1, 2012

**Doctoral Seminar in Managerial and Organizational Cognition and Behavior
Program in Innovation Management and Innovation Strategy
Norwegian Research School in Innovation**

Fall 2012

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REQUIRED ADVANCE READING

King, B. G., Felin, T., & Whetten, D. 2010. Finding the organization in organizational theory: A meta-theory of the organization as a social actor. *Organization Science*, 21: 290-305.

COURSE OVERVIEW

The field of Organization Science encompasses Organizational Behavior and Organization Theory. The field of Organizational Behavior includes the study of the behavior of individuals and groups in organizations and also includes the study of the behaviors of organizations as action-taking entities. My role is to help you obtain insight into and understanding of some of the content of the field of Organizational Behavior. We will focus our attention on those areas where science-based knowledge and insights are available for better understanding and functioning in organizations. I encourage you also to consider how the course material can be useful in determining your own research agenda.

To accomplish these objectives will require intense effort on our part. It is critical that you read the material before class, as well as spend some time thinking about the implications of the readings for science and/or for your career as a manager or researcher. In the **SEMINAR READINGS and COURSE SCHEDULE** (that follows this **OVERVIEW** as a set of separate documents), there is a set of assigned readings for each day – generally four for each half day. They are numbered and flush with the left-hand margin. I suggest that you read them in the order listed.

Then, after copying the **SYNOPSIS FORM** (see pages 3 and 4 of this Syllabus) as a Word document, please complete a **SYNOPSIS FORM** for each of the articles assigned for the upcoming half-day session and turn these in at the beginning of each half-day class session. Keep a copy of the completed forms for yourself to use during class and afterwards.

Also listed in the **SEMINAR READINGS and COURSE SCHEDULE**, but indented, are articles that only one student needs to read and present as a 5-10 minute tutorial to the class. (I will make these assignments well in advance.) When you are responsible for presenting a tutorial, please distribute to the students and to me a copy of your **SYNOPSIS FORM** for the article. Also, please either (a) distribute in class an elaborating 2-3 page handout (that, if applicable, should include a hand sketch of the relationships discussed in the article) **OR**, if you use PowerPoint to present your tutorial, (b) email the night before class a copy of your PowerPoint slides (five or fewer; with at least one that, if applicable, should show the relationships discussed in the article) to your classmates. In most cases you will have 15 minutes for your tutorial and the questions or comments from your classmates and me.*

CLASSROOM NORMS

This is a discussion-based seminar that requires your active involvement. For each half-day you will be asked to read, and be prepared to discuss, generally four journal articles.

- Please use, on our behalf, most or all of your share of the class' discussion time – and not much more than your share.
- On some occasions, to exploit evolved student interest or difficulty, we will not be able to discuss each reading in depth. You should not view a failure to cover every reading as a shortcoming of the class discussion. A plan is useful, but we'll retain our options.
- Please serve us well by mastering and reporting effectively on the materials that you are responsible to inform us about.
- Finally, please be on time at the beginning of each session and at the end of each class break. Because enrollment in this program is intentionally restricted to create an intimate forum for discussion, coming late to class is highly disruptive.

*Most people refer to the key journals in the field by acronyms:

- AME: Academy of Management Executive
- AMJ: Academy of Management Journal
- AMR: Academy of Management Review
- ASQ: Administrative Science Quarterly
- JAP: Journal of Applied Psychology
- JOB: Journal of Organizational Behavior
- JOBDM: Journal of Behavioral Decision Making
- JOM: Journal of Management
- JOMS: Journal of Management Studies
- JPSP: Journal of Personality and Social Psychology
- OBHP: Organizational Behavior and Human Performance
- OBHDP: Organizational Behavior and Human Decision Processes
- OS: Organization Science
- Psych Bull: Psychological Bulletin
- PSPB: Personality and Social Psychology Bulletin
- ROB: Research in Organizational Behavior
- SMJ: Strategic Management Journal

SYNOPSIS FORM

Session [day/a.m. or p.m.] _____ Your name _____

Synopsis of _____ [author(s), year].

What is this article about? [Try to answer each question with one sentence.]

What is the primary concept or dependent variable with which this article is concerned?

What factors or variables does the author suggest influence the concept or dependent variable?

What is the nature of the gaps or problems in the field of management practice and/or management research that the author intends for this article to fill?

What insights or knowledge elements do you now have, or do you have more (or less) confidence about, that is/are different from what you had before reading this article? In other words, what are the TAKE-AWAYS from this article? [Try to answer this question, and each of the next two questions, with no more than two sentences each.]

This article is related to what **two** other articles that we've read or will read? How is it related to each of them?

One article [author(s), year].

Other article [author(s), year].

NOTES:

SYNOPSIS FORM

Session [day/a.m. or p.m.] _____ Your name _____

Synopsis of _____ [author(s), year].

What is this article about? [Try to answer each question with one sentence.]

What is the primary concept or dependent variable with which this article is concerned?

What factors or variables does the author suggest influence the concept or dependent variable?

What is the nature of the gaps or problems in the field of management practice and/or management research that the author intends for this article to fill?

What insights or knowledge elements do you now have, or do you have more (or less) confidence about, that is/are different from what you had before reading this article? In other words, what are the TAKE-AWAYS from this article? [Try to answer this question, and each of the next two questions, with no more than two sentences each.]

This article is related to what **two** other articles that we've read or will read? How is it related to each of them?

One article [author(s), year].

Other article [author(s), year].

NOTES:

EXAMPLE

SYNOPSIS FORM

Session [day/a.m. or p.m.] 1, a.m. Your name George Huber

Synopsis of Hackman and Oldham, 1976 [author(s), year].

What is this article about? [Try to answer each question with no more than one sentence.]

Explaining and testing a theory of work motivation.

What is the primary dependent concept or variable with which this article is concerned?

Motivating potential of the job.

What factors or variables does the author suggest influence the concept or variable?

$(\text{skill variety} + \text{task identity} + \text{task significance}) \times (\text{job autonomy}) \times (\text{feedback}) = \text{motivating potential}$

What is the nature of the gap or problem in the field that the author intends for this article to fill?

Little is known about why enriched work works,
No "good" theory is available (or tested!).

What insights or knowledge elements do you now have, or do you have more (or less)

confidence about, that is/are different from what you had before reading this article? [Try to answer this question, and each of the next two questions, with no more than two sentences each.]

Job design is more complex than I thought,

Well designed jobs are much more likely to generate good outcomes

This article is related to what two other articles that we've read or will read? How is it related to each of them?

One article [author(s), year].

Locke (1968) Toward a theory of task motivation and incentive.

Other article [author(s), year].

Judge et al (2001) The job satisfaction - job performance relationship

NOTES:

Providing very clear definitions of key variables was very important,

The figure and the equation were very helpful,

SEMINAR READINGS and COURSE SCHEDULE

Day 1 morning: INDIVIDUAL motivation and behavior

1 Hackman & Oldham 1976. Motivation through the design of work: Test of a theory. *OBHP*. 16: 250-279.

1a Gibson, et 2011. Including the “I” in virtuality and modern job design: Extending the job characteristics model to include the moderating effect of individual experiences of electronic dependence and copresence. *OS*. 22(6): 1481-1499. **NHIEN**

2 Locke 1968 Toward a theory of task motivation and incentives. *OBHP*. 3:157-189.

2a Latham & Kinne 1974 Improving job performance through training in goal setting. *JAP*. 59(2): 187-191; **AND** Latham & Marshall 1982. The effects of self-set, participatively set, and assigned goals on the performance of government employees. *Personnel Psychol*. 35: 399-404. **MARTA**

3 Kerr, 1995. *Fortune*. Nov 13: pp 231+. Locke, 2004. *AME*. 18(4): 130-133.

3a Thompson, Hochwartaer, & Mathys 1997. Stretch Targets: What Makes Them Effective? *AME*. 11(3): 48-59. **LISA**

4 Frey & Jegen 2001. Motivation crowding theory. *J of Economic Surveys*. 15(5): 589-611.

5 Ryan & Deci 2000. Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*. 55(1): 68-78.

5a Grant et al, 2008. Giving commitment: Employee support programs and the prosocial sensemaking process. *AMJ*. 51(5): 898-918. **INGRID**

Day 1 afternoon: INDIVIDUAL motivation and behavior

1 Latham & Pinder 2005 Work motivation theory and research at the dawn of the twenty-first century. *Ann Rev of Psychol*. 56:485-516.

1a Steel & Konig, 2006. Integrating theories of motivation. *AMJ*. 31(4): 889-913. **KENNETH**

1b Osterloh & Frey, 2000. Motivation, knowledge transfer, and organizational forms. *OS*. 11(5): 538-550. **ERIK**

2 Judge, Thorensen, Bono, & Patton 2001. The job satisfaction – Job performance relationship: A qualitative and quantitative review. *Psych. Bull*. 127(3): 376-407.

3 Kish-Gephart, Detert, Trevino, & Edmondson 2009. The nature, sources, and consequences of fear at work. *ROB*. 29: 163-193.

Day 2 morning: GROUP/TEAM cognition and performance

1 Asch 1955. Opinions and social pressure. *Scientific American*. 193(5): 31-35.

2 Jehn 1995. A multi-method examination of the benefits and detriments of intra-group conflict. *ASQ*. 40: 256-282.

3 Harrison et al 2002. Time, teams, and task performance: Changing effects of surface- and deep-level diversity on group functioning. *AMJ*. 45(5): 1029-1045.

4 Homan et al, 2008. Facing differences with an open mind: Openness to experience, salience of intra-group differences, and performance of diverse groups. *AMJ*. 51(6): 1204-1222.

5 Lewis 2004. Knowledge and performance in knowledge-worker teams: A longitudinal study of transactive memory systems. *Man Sci*. 50(11): 1519-1533.

Day 2 afternoon: GROUP/TEAM cognition and performance

1 Huber & Lewis 2010. Cross-understanding: Implications for group cognition and performance. *AMR*. 35(1): 6-26.

1a Iaquinto & Fredrickson. Top management team agreement about the strategic decision process: A test of some of its determinants and consequences. *SMJ*. 18: 63-75. **RIKKE**

2 Ely & Thomas, 2001. Cultural diversity at work: The effects of diversity perspectives on work group processes and outcomes. *ASQ*. 46: 229-273.

2a Bresman 2010. External learning activities and team performance: A multi-method field study. *OS*. 21(1): 81-96. **KINE**

2b Shrivastava, Bartol, & Locke 2006. Empowering leadership in management teams: Effects on knowledge sharing, efficacy, and performance. *AMJ* 49(6): 1239-1251.
JOSEPH

3 Staw, Sandelands, & Dutton 1981. Threat-rigidity effects in organizational behavior: A multi-level analysis. *ASQ*. 26: 501-524.

Day 3 morning: ORGANIZATIONAL cognition, behavior, change, and performance

Staw 1981. The escalation of Commitment to a course of action. *AMR*. 6(4): 577-587.

1xx (An optional reading; a followup to Staw, 1981 above.) Sleesman, Conlon, McNamara, & Miles 2012. Cleaning up the Big Muddy: A meta-analytic review of the determinants of the escalation of commitment. *AMJ*. 55(3): 541-562.

2 Sitkin, See, Miller, Lawless, & Carton 2011. The paradox of stretch goals: Organizations in pursuit of the seemingly impossible. *AMR*. 36(3) 544-566.

3 Jackson & Dutton 1988. Discerning threats and opportunities. *ASQ*. 33(3): 370-387.

2a Chattopadhyay, P., Glick, W. H., & Huber, G. P. 2001. Organizational actions in response to threats and opportunities. *AMJ*. 44(5) 937-955. **DANIEL**

2b Hmieleski & Baron, 2009. Entrepreneurs' optimism and new venture performance: A social cognitive perspective. *AMJ*. 52(3): 473-488. **TROND**

4 Vaughan 1997. The trickle-down effect: Policy decisions, risky work, and the Challenger tragedy. *California Management Rev.* 39(2): 80-102.

Day 3 afternoon: ORGANIZATIONAL cognition, behavior, change, and performance

1 Papadakis, Lioukas, & Chambers 1998. Strategic decision-making processes: The role of management and context. *SMJ*. 19:115-147.

2 Miller 2008. Decision comprehensiveness and firm performance: Towards a more sophisticated understanding. *JOBDM*. 21: 598-620.

1a Janis 1989. *Crucial decisions: Leadership in policymaking and crisis management*. Chapters 5&6. Simon & Schuster. **MONICA**

3 McDonald, et al 2008. Getting them to think outside the circle: Corporate governance, CEOs external advice networks, and firm performance. *AMJ*. 51(3): 453-475.

4 Kuvaas 2002. An exploration of two competing perspectives on informational contexts in top management strategic issue interpretation. *JOMS*. 39(7): 977-1001.

Day 4 morning: ORGANIZATIONAL cognition, behavior, and performance

1 Huber 1991. Organizational learning: The contributing processes and the literatures. *OS*. 2(1): 88-115.

2 Volberda, et al 2010. Absorbing the concept of absorptive capacity: How to realize its potential in the organizational field. *OS*. 21(4): 931-951.

3 Heimeriks, Schijven, & Gates 2012. Manifestation of higher-order routines: The underlying mechanisms of deliberate learning in the context of post-acquisition integration. *AMJ* 55(3): 703-726.

Day 4 afternoon: ORGANIZATIONAL cognition, behavior, and performance

1 Dutton & Dukerich 1991. Keeping an eye on the mirror: Image and identity in organizational adaptation. *AMJ*. 34(3): 517-554.

Voluntary student presentations of evolving research products and/or student-initiated discussion of course-related or career-related topics.