MANAGEMENT 951/961: Advanced Topics in Micro-Organizational Behavior
Wharton: University of Pennsylvania

Fall 2010

Monday 10-1pm Bowman Room, Management Suite, Steinberg-Dietrich Hall

Professor Phil Tetlock

Office: 3201

Course Description

The purpose of this course is to explore key concepts and research programs in the field of micro-organizational behavior. We will do this in two ways. We will cover a blend of classic and contemporary literature so that we can appreciate the prevailing theories and findings in various subfields. However, for each topic we will also go beyond the existing literature. We will work to increase our understanding by re-framing key variables, altering perspectives, bringing in new theories, and comparing levels of analysis.

Course Requirements

In the seminar, the student role will encompass the following requirements:

1.   Preparation of two 1-3 page "innovations." These will be brief presentations of novel hypotheses (something not already known or immediately obvious to OB researchers). You will state a hypothesis and then present a short justification about why it is an ***interesting idea worthy of investigation***. Many of these will become topics for discussions in the seminar itself.

2.   Preparation of a 15 page paper which brings a new perspective to old findings within the field. It is perfectly acceptable to incorporate your short "innovations" into this longer paper (if your ideas have followed a consistent thread), but this is not necessary or even preferred. In any case, the paper should review prior research on your topic or related literatures (if your topic is new), and then should pose a set of hypotheses that would be worth pursuing in future research. If possible, you should also describe what an empirical test of your ideas would look like, sketching the broad outlines of a research design.
     An integral part of this assignment is a peer reviewer report which mirrors one important duty of a scholar: reviewing a colleague's work. To develop your reviewing skills and to get you in the practice of thinking and writing as though you

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are a reviewer of your own work, youwill be asked to serve as a writing partner for one of your classmates. Imagine that you are conducting a review for either *AMR* or *AMJ*. Your review should be constructively critical and make specific suggestions for improving the paper's framing, contribution, theory and hypothesis development, integration of the appropriate literature, and research design (where applicable). Your review should be 2-4 single-spaced pages, and will be due to me and your partner 48 hours after the submission of the final paper (December 6 class).

3.   Lead discussion on subtopics and issues within the seminar. Each person will be responsible for presenting ideas and leading class discussion for a number of articles and sub-areas. In this "leadership" role, do not simply rehash the arguments or results of an article. Assume that everyone has read the material. Therefore, present (briefly) what you see as the major strengths and weaknesses of a paper. Then, pose what you think are provocative questions (stimulated by the paper) that our class should discuss.

4.   Be an active (constructively critical) participant throughout the term.

Preparation for Class Sessions

Each student is expected to come to class prepared to discuss *all* the required readings for each class session. The essence of this seminar will be defined by the quality of the classroom discussion. As you review each reading, you should consider the following issues:

- What is the basic formulation of the theory (constructs and relationships among them), and what drives the theory?
- What are the underlying assumptions?
- What is the main contribution of this paper? What are the interesting ideas?
- What did the author(s) do well and do poorly?
- Do you believe his or her arguments? What would it take to convince you?
- What are the boundary conditions of the argument, in other words, under what circumstances does the argument apply and not apply?
- What are the critical differences between this author's argument and others you have read? Can these differences be resolved through an empirical test?

Crucial Dates

The short "innovation" papers will be due on November 12 and November 26.

The term paper will be due at the last regular class meeting on December 6—and the reviews of your colleague's paper will be due 48 hours later.

About the Instructor

Phil Tetlock is a Visiting PIK Scholar and Professor of Psychology and Management who is on leave from the University of California Berkeley (where he has worked for most of the last 31 years—since he received his Ph.D from Yale in 1979). My CV is attached but my work focuses on human judgment and choice in organizational and political settings. I have special interests in: (a) the great rationality debate that has been triggered by work on heuristics and biases and that raises deep challenges to homo economicus (are people as cognitively agile and as unapologetically egoistic as micro-economists have traditionally assumed?); (b) the challenges that arise in assessing the normative soundness of human judgment in both lab and real-world contexts; (c) the challenges of designing accountability and other social systems to check biases; (d) the great implicit-prejudice debate that has been triggered by micro-cognitive work on the power of unconscious associations to influence behavior and that raises deep questions about what organizations need to do to create equal-opportunity environments; (e) the value of creating systems that monitor the accuracy of expert judgment (and provide timely feedback) to decision makers.

Course Outline

1. **Course Overview**
2. **Creativity in Organizations—and in Your Own Research**
3. **Evolving Views of Social Identity & Categorization Processes: How We Define Ourselves As Social Beings—and How We Define Others**
   - **Optional Module: The Controversy Over Unconscious Bias**
4. **To Fit or Not to Fit: Socialization & Dissent**
5. **Evolving Views of Our Capacity for Pro-Social Behavior: Beyond 9 to 5 and Extra-role Behavior Commitment, & Citizenship**
6. **So, what is micro-OB?**

Readings

Week 1, November 1: Course Overview: The Challenges of Integrating Knowledge Across Levels of Analysis. Clarifying our Preconceptions.

Pfeffer, J. (1998). Understanding organizations: Concepts and controversies. In Fiske, S., Gilbert, D., & Lindzey, G (eds.), Handbook of social psychology (4th ed.). New York: McGraw Hill.

Thompson, L., & Pozner, J.E. (2007). Organizational behavior. In A. W. Kruglanski & E. T.

Higgins (Eds.), <u>Social psychology: A handbook of basic principles</u> (2nd ed.) (pp. 913-939). New York: The Guilford Press.

Gruenfeld, D. & Tiedens, L. (2010). <u>Organizational preferences and their consequences.</u> In S Fiske et al (eds), Handbook of social psychology (volume 2, 5th edition).

Week 2, November 8: <u>Creativity in Organizations—and in Your Own Research (try to identify three specific ways to use McGuire's creativity heuristics to advance your own thinking)</u>

Amabile, T. (1985) <u>The Social Psychology of Creativity</u>, Chapter 4, Springer-Verlag, 65-96.

Campbell, D.T. (1960). Blind Variation & Selective Retention in Creative Thought as in Other Knowledge Processes. <u>Psychological Review</u>, <u>67</u>, 380-400.

Elsbach, K. & Dramer, R. (2003). Assessing creativity in Hollywood pitch meetings: Evidence for a dual-process model of creativity judgments. <u>Academy of Management Journal</u>, <u>46,</u> 283-301.

Fong, C. T. 2006. The effects of emotional ambivalence on creativity. *Academy of Management Journal, 49*: 1016-1030.

George, J. M. 2007. Creativity in organizations. ***Academy of Management Annals***, 1: 439-477.

McGuire, W. J. (1997). Creative hypothesis generating in psychology: Some useful heuristics <u>Annual Review of Psychology,</u> 48, 1-30.

Simonton, D. K. 2009. Varieties of (scientific) creativity: A hierarchical model of domain-specific disposition, development, and achievement. *Perspectives on Psychological Science,* 4: 441-452.

Staw, B. (1995). Why no one really wants creativity. In C. Ford & D. Gioia (eds<u>.</u>). <u>Creative action in organizations</u>. Sage Publications: 162-166.

Week 3, November 15: Evolving Views of Social Identity & Categorization Processes: How We Define Ourselves As Social Beings—and How We Define Others.

Brewer, M. (1998). The Social Psychology of Intergroup Relations: Social Categorization, Intergroup Bias, and Outgroup Prejudice. In S Fiske et al (eds), <u>Handbook of Social Psychology (Volume 2, 4th edition).</u>

Harrison, D. A., & Klein, K. J. (2007). What's the difference? Diversity constructs as separation, variety, or disparity in organizations. *Academy of Management Review*, *32*, 1199-1228.

Ibarra, H. (1999). Provisional selves: Experimenting with image and identity in professional adaptation. <u>Administrative Science Quarterly</u>, <u>44,</u> 764-791.

Kramer, R. (1991). Intergroup relations and organizational dilemmas: The role of categorization processes. In B. Staw and L. Cummings (Eds.), Research in organizational behavior, Vol. 13. Conn.: JAI Press.

Kreiner, G. E., Hollensbe, E. C., & Sheep, M. L. 2006. Where is the "me" among the "we"? Identity work and the search for optimal balance. *Academy of Management Journal, 49:* 1031-1057.

Markus, H.R. & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion and motivation. <u>Psychological Review</u>, 98: 224-253.

Rothbard, N. P. & Edwards, J.R. (2003). Investment in work and family roles: A test of identity and utilitarian motives.   <u>Personnel Psychology, 56</u>, 699-730.

Tajfel, H. and Turner, J.C. (1986). The social identity theory of intergroup behavior. In S. Worchell and W.G. Austin (Eds.). <u>Psychology of intergroup relations</u>, <u>7(24)</u>. Chicago: Nelson-Hall

Week 4, November 22: <u>To Fit or Not to Fit: Socialization & Dissent</u>

Bauer, Talya Niehaus; Morrison, Elizabeth Wolfe; Callister, Ronda Roberts (1998). Organizational socialization: A review and directions for future research. In Ferris et al (Eds.) <u>Research in personnel and human resources management</u>, <u>Vol. 16</u>. JAI Press, Inc, Stamford, CT: 149-214.

Chatman, J. A., & Barsade, S. G. 1995. Personality, organizational culture, and cooperation: Evidence from a business simulation. *Administrative Science Quarterly*, *40*: 423-443.

De Dreu, C.K. W. (2010) Social conflict: The emergence and consequences of struggle and negotiation. In S Fiske et al (eds), <u>Handbook of social psychology</u> (volume 2, 5th edition).

Optional: Hogg, M. (2010). Influence and leadership. In S. Fiske et al. (eds<u>), Handbook of social psychology</u> (volume 2, 5th edition).

Kanter, R.M. (1986). Commitment & Social Organization: A Study of Commitment Mechanisms in Utopian Communities. <u>American Sociological Review</u>, <u>33</u>, 499-517.

Morrison, E. & Milliken, F. (2000). Organizational silence: A barrier to change and development in a pluralistic world. <u>Academy of Management Review</u>, <u>25,</u> 706-725.

Nemeth, C. & Staw, B. (1989). The Tradeoffs of Social Control & Innovation Within Groups & Organizations. In L. Berkowitz (ed.), <u>Advances in Experimental Social Psychology</u>, <u>Vol. 22,</u> Academic Press, 175-210.

Van Maanen, J. & Schein, E. (1979). Toward a Theory of Organizational Socialization. <u>Research in Organizational Behavior</u>, <u>Vol. 1,</u> 209-265.

Week 5, November 29: Evolving Views of Our Capacity for Pro-Social Behavior: Beyond 9 to 5 and Extra-role Behavior Commitment, & Citizenship

Adler, P. and Adler, P. (1988). Intense loyalty in organizations: A case study of college athletics. <u>Administrative Science Quarterly</u>, <u>33,</u> 401-417.

Bolino, M. C. (1999). Citizenship and impression management: Good soldiers or good actors? *Academy of Management Review, 24,* 82-98.

Batson, C. D. (1990). How social an animal? The human capacity for caring. *American Psychologist, 45*, 336-346.

Optional: Cialdini, R. (2010). Social Influence: Social Norms, Conformity, and Compliance. In S Fiske et al (eds), <u>Handbook of Social Psychology</u> (volume 2, 5th edition).

Grant, A. & Berry, J. (2011). The Necessity of Others is the Mother of Invention: Intrinsic and Prosocial Motivations, Perspective-Taking, and Creativity. Academy of Management Review.

Heath, C. (1999). On the social psychology of agency relationships: Lay theories of motivation overemphasize extrinsic incentives. <u>Organizational Behavior and Human Decision Processes, 78</u>, 25-62.

Katz, D. & Kahn, R., (1966). The Psychological Basis of Organizational Effectiveness. Chapter 12 of <u>The Social Psychology of Organizations</u>, 336-368.

Van Dyne, L., Graham, J. W., & Dienesch, R. M. (1994). Organizational citizenship behavior: Construct redefinition, measurement, and validation. <u>Academy of Management Journal</u>, <u>37,</u> 765-802.

Week 6, December 6: <u>So what is micro-OB?</u>

Cappelli, P. & Sherer, P. (1991) The Missing Role of Context in OB: The Need for a Meso-Level Approach. Research in Organizational Behavior, Vol. 13.

Ferraro, F. Pfeffer, J. & Sutton, R. (2005). Economics language and assumptions: How theories can become self-fulfilling. Academy of Management Review.

Hackman, J.R. (2003). Learning more by crossing levels: Evidence from airplanes, hospitals, and orchestras. Journal of Organizational Behavior, 24, 905-922.

Heath, C., & Sitkin, S. 2001. Big-B versus Big-O: What is 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.

Pfeffer, J. (1993). Barriers to the advancement of organizational science: Paradigm development as a dependent variable. Academy of Management Review, 18(4), 599-620.

Staw, B. (1995). Repairs on the road to relevance and rigor. In Cummings & Frost (eds.) Publishing in the organizational sciences (2nd ed.). Thousand Oaks, CA: Sage: 96-107.

Van Maanen, J. 1995a. Style as theory. *Organization Science, 6:* 132-143.

Week 2:
Creativity exercise from Laura King (adaptation of Remote Associations Test)

Oldham, G.R. & Cummings, A. (1996). Employee creativity: Personal and contextual factors at work. Academy of Management Journal, 39, 607-634.

Weisberg, R. (1993), Creativity: Beyond the Myth of Genius, NY: W.H. Freeman, 1-25.

Week # 3:
Entirely Optional Module: The Controversy Over Unconscious Bias in Organizations: To what extent is the tendency to make invidious in-group/out-group distinctions is under conscious control? How pervasive is it? What can/should organizations do to check in-group bias? How can we tell whether they have done enough?

Bargh, J. A., & Chartrand, T. L. (1999). The unbearable automaticity of being. American Psychologist, 54, 462-479. San Diego: Elsevier Inc.

Bielby, William T. (2000). Minimizing workplace gender and racial bias. *Contemporary Sociology* 29: 120-129.

Blanton, Hart, and James Jaccard. (2006). Arbitrary metrics in psychology. *American Psychologist* 61: 27-41

Fiedler, Klaus, Claude Messner, and Matthias Bluemke. (2006). Unresolved problems with the I, the A and the T: A logical and psychometric critique of the Implicit Association Test (IAT). *European Review of Social Psychology* 17: 74-147.

Greenwald, Anthony G., Debbie E. McGhee, and Jordan L.K. Schwartz. (1998). Measuring individual differences in implicit cognition: The Implicit Association Test. *Journal of Personality and Social Psychology*, *74*, 1464-1480.

Kalev, A., Dobbin, F., & Kelly, E. (2006). Best practices or best guesses? Assessing the efficacy of corporate affirmative action and diversity practices. *American Sociological Review*, *71*, 589-617.

Kunda, Ziva, and Steven J. Spencer. (2003). When do stereotypes come to mind and when do they color judgment? A goal-based theoretical framework for stereotype activation and application. *Psychological Bulletin* 129: 522-544.

Tetlock, P. E. & Mitchell, P. G. (2010). Implicit bias and accountability systems: What must

organizations do to check discrimination. In Barry Staw and Art Brief (eds), Research in organizational behavior.

Other Optional Readings:
Week 3:
Brewer, M.B. (1991). The social self: On being the same and different at the same time. Personality and Social Psychological Bulletin, 17: 475-482.

Elsbach, K. and Kramer, R. (1996). Members' responses to organizational identity threats: Encountering and countering the Business Week ratings. Administrative Science Quarterly, 41, 442-476.

Gaertner, S., Dovidio, J., Nier, J., Ward, C., & Banker, B. (1999). Across cultural divides: The value of a superordinate identity. In D. Prentice & D. Miller (Eds.). Cultural divides: Understanding and overcoming group conflict. Russell Sage Foundation: New York.

Yzerbyt, V. & Demoulin, S. (2010). Intergroup relations. In S Fiske et al (eds), Handbook of social psychology (volume 2, 5th edition).

Week 4:
Camerer, C.F., & Fehr, E. (2002). Measuring social norms and preferences using experimental games: a guide for social scientists. In Henrich et al. (Eds.), Foundations of Human Sociality – Experimental and Ethnographic Evidence from 15 Small-Scale Societies.

Heine, S. (2010). Cultural psychology. In S. Fiske et al (eds), Handbook of social psychology (volume 2, 5th edition).

Moore, D., Tetlock, P. E., Tanlu, L. & Bazerman, M. (2006). Conflicts of interest and the case of auditor independence: Moral seduction and strategic issue cycling. Academy of Management Review.

Week 5:
Frone, M. (2000). Work-family conflict and employee psychiatric disorders: The national comorbidity survey. Journal of Applied Psychology, 85, 888-895.

Mitchell, T. R, Holtom, B.C, Lee, T. W, Sablynski, C. J., & Erez, M. (2001). Why people stay: Using job embeddedness to predict voluntary turnover. Academy of Management Journal, 44, 1102-1121.

Swann, W. & Bosson, J. (2010). Self and identity. In S Fiske et al (eds), Handbook of social psychology (volume 2, 5th edition).

Week 6:

Staw, B. & Sutton (1992). Macro organizational psychology. In J.K. Murnighan (Ed.), <u>Social psychology in organizations: Advances in theroy and research</u>. Prentice-Hall.