

1 Faculty

Daan van Knippenberg is Professor of Organizational Behavior at the Rotterdam School of Management, Erasmus University Rotterdam. He has published over 140 scholarly articles, books, and book chapters, including in such outlets as Academy of Management Journal, Annual Review of Psychology, Journal of Applied Psychology, Organization Science, and Organizational Behavior and Human Decision Processes, many of which revolve around his key research interests in leadership, diversity, creativity and innovation, and social identity processes in organizations. Daan is Founding Editor of Organizational Psychology Review and an associate editor of Journal of Organizational Behavior. More information is available on the website: <http://www.rsm.nl/people/daan-van-knippenberg/>

2 Title

Advanced Topics in Organizational Behavior

3 Outline

3.1 Goal

State of the science coverage of key themes in organizational behavior, with the emphasis on the use of this knowledge in the own research.

3.2 Course Content and Format

The course targets Ph.D. students with an active interest in behavioral research in management that seek to use insights from organizational behavior in their own research – regardless of whether this is in organizational behavior, strategic management, innovation management, behavioral operations management, or another area of behavioral research in management. Basic knowledge of behavioral research is therefore assumed, so the course can concentrate on advanced coverage of the state of the science.

On the basis of review/conceptual articles as well as exemplars of empirical research, the course covers a series of key themes in organizational behavior (e.g., teams, leadership, creativity & innovation, social networks). The format is a combination of short lectures and interactive discussion to develop an in-depth understanding of the current state of play in a series of subareas of organizational behavior. The bottom line aim of these lectures and discussions is to provide input for participants' own research – the course should not only develop one's knowledge of research in organizational behavior, but also lead to actionable knowledge that can be translated into the own research efforts.

4 Administration

4.1 Schedule (preliminary)

20.11.2012 (Day 1)

- Kick-off/course set-up
- Personality and individual differences
- Self & Identity
- Affect & Emotions

21.11.2012 (Day 2)

- Leadership
- Fairness & Ethics

22.11.2012 (Day 3)

- Teams
- Social networks

23.11.2012 (Day 4)

- Creativity & Innovation
- Wrap-up

4.2 Location

Kühne Logistics University

Brooktorkai 20

20457 Hamburg

A limited number of rooms at the nearby 25hours Hotel (300m) can be booked at a discounted KLU rate upon request.

4.3 Max. number of participants

The number of participants is limited to 12.

4.4 Cost

The course fee amounts to EUR 600.

The fee includes daily refreshments. Accommodation is not included in the fee.

5 Prerequisites

The course is intended for Ph.D. students with an interest in behavioral research in management. Students are expected to have basic knowledge of behavioral research.

6 Course Material (Assigned Reading and Preparation for the Sessions)

There is a reading list of articles (see below). The reading list is not meant to be comprehensive or representative in capturing the state of the science in organizational behavior. Rather, it is meant to illustrate some of the key themes and issues in OB research.

Note: literature is structured per session but relevant for more than one session.

Personality & Individual Differences

Côté, S., & Miners, C. T. H. (2006). Emotional intelligence, cognitive intelligence, and job performance. *Administrative Science Quarterly*, 51, 1–28.

Judge, T. A., Bono, J. E., Ilies, R., & Gerhardt, M. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology*, 87, 765–780.

Ng, K-Y., Ang, S., & Chan, K-Y. (2008). Personality and leader effectiveness: A moderated mediation model of leadership self-efficacy, job demands, and job autonomy. *Journal of Applied Psychology*, 93, 733–743.

Van Dijk, D., & Kluger, A. N. (2011). Task type as a moderator of positive/negative feedback effects on motivation and performance: A regulatory focus perspective. *Journal of Organizational Behavior*, 32, 1084–1105.

VandeWalle, D. (2003). A goal orientation model of feedback-seeking behavior. *Human Resource Management Review*, 13, 581–604.

Self & Identity

Erez, A., & Judge, T. A. (2001). Relationship of core self-evaluations to goal setting, motivation, and performance. *Journal of Applied Psychology*, 86, 1270–1279.

Hogg, M. A., & Terry, D. J. (2000). Social identity and self-categorization processes in organizational contexts. *Academy of Management Review*, 25, 121–140.

Tierney, P., & Farmer, S. M. (2002). Creative self-efficacy: Potential antecedents and relationship to creative performance. *Academy of Management Journal*, 45, 1137–1148.

van Knippenberg, D., van Knippenberg, B., De Cremer, D., & Hogg, M. A. (2004). Leadership, self, and identity: A review and research agenda. *Leadership Quarterly*, 15, 825–856.

Affect & Emotions

Elfenbein, H. A. (2007). Emotions in organizations: A review and theoretical integration. *Academy of Management Annals*, 1, 315–386.

George, J. M., & Zhou, J. (2007). Dual tuning in a supportive context: Joint contributions of positive mood, negative mood, and supervisory behaviors to employee creativity. *Academy of Management Journal*, 50, 605–622.

George, J. M. (1991). State or trait: Effects of positive mood on prosocial behaviors at work. *Journal of Applied Psychology, 76*, 299–307.

Chi, N., Grandey, A., Diamond, J. A., & Kimmel, K. R. (2011). Want a tip? Service performance as a function of emotion regulation and extraversion. *Journal of Applied Psychology, 96*, 1337–1346.

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*, 295–305.

Leadership

Hackman, J. R., & Wageman, R. (2005a). A theory of team coaching. *Academy of Management Review, 30*, 269–287.

Kark, R., Shamir, B., & Chen, G. (2003). The two faces of transformational leadership: Dependence and empowerment. *Journal of Applied Psychology, 88*, 246–255.

Kirkman, B. L., & Rosen, B. (1999). Beyond self-management: Antecedents and consequences of team empowerment. *Academy of Management Journal, 42*, 58–74.

Nishii, L. H., & Mayer, D. M. (2009). Do inclusive leaders help to reduce turnover in diverse groups? The moderating role of leader-member exchange in the diversity to turnover relationship. *Journal of Applied Psychology, 94*, 1412–1426.

Shamir, B., House, R., & Arthur, M. B. (1993). The motivational effects of charismatic leadership: A self-concept based theory. *Organization Science, 4*, 577–594.

Fairness & Ethics

Blader, S. L., & Tyler, T. R. (2009). Testing and extending the group engagement model: Linkages between social identity, procedural justice, economic outcomes, and extrarole behavior. *Journal of Applied Psychology, 94*, 445–464.

Brown, M. E., Treviño, L. K., & Harrison, D. A. (2005). Ethical leadership: A social learning theory perspective for construct development. *Organizational Behavior and Human Decision Processes, 97*, 117–134.

Colquitt, J. A., Conlon, D. E., Wesson, M. J., Porter, C. O., & Ng, K. Y. (2001). Justice at the millennium: A meta-analytic review of 25 years of organizational justice research. *Journal of Applied Psychology, 86*, 425–445.

Rupp, D. E. (2011). An employee-centered model of organizational justice and social responsibility. *Organizational Psychology Review, 1*, 72–94.

Teams

Bunderson, J. S. & Sutcliffe, K. M. (2003). Management team learning orientation and business unit performance. *Journal of Applied Psychology, 88*, 552–560.

Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative Science Quarterly, 44*, 350–383.

Bradley, B. H., Postlethwaite, B. E., Klotz, A. C., Hamdani, M. R., & Brown, K. G. (2012). Reaping the benefits of task conflict in teams: The critical role of team psychological safety climate. *Journal of Applied Psychology, 97*, 151–158.

Mathieu, J., Maynard, M. T., Rapp, T., & Gilson, L. (2008). Team effectiveness 1997–2007: A review of recent advancements and a glimpse into the future. *Journal of Management, 34*, 410–476.

Kearney, E., Gebert, D., & Voelpel, S. C. (2009). When and how diversity benefits teams: The importance of team members' need for cognition. *Academy of Management Journal, 52*, 581–598.

Social Networks

Baer, M. (2010). The strength-of-weak-ties perspective on creativity: A comprehensive examination and extension. *Journal of Applied Psychology, 95*, 592–601.

Kilduff, M., & Brass, D. J. (2010). Organizational social network research. *Academy of Management Annals, 4*, 317–357.

Oh, H., Chung, M.-H., & LaBianca, G. (2004). Group social capital and group effectiveness: The role of informal socializing ties. *Academy of Management Journal, 47*, 860–875.

Reagans, R., Zuckerman, E., & McEvily, B. (2004). How to make the team: Social networks vs. Demography as criteria for designing effective teams. *Administrative Science Quarterly, 49*, 101–133.

Uzzi, B. (1997). Social structure and competition in interfirm networks: The paradox of embeddedness. *Administrative Science Quarterly, 42*, 35–67.

Creativity & Innovation

George, J. M. (2007). Creativity in organizations. *Academy of Management Annals, 1*, 439–477.

Gong, Y., Huang, J. C., & Farh, J. L. (2009). Employee learning orientation, transformational leadership, and employee creativity: The mediating role of employee creative self-efficacy. *Academy of Management Journal, 52*, 765–778.

Hülshager, U. R., Anderson, N., & Salgado, J. F. (2009). Team-level predictors of innovation at work: A comprehensive meta-analysis spanning three decades of research. *Journal of Applied Psychology, 94*, 1128–1145.

West, M. A. (2002). Sparkling fountains or stagnant ponds: An integrative model of creativity and innovation implementation in work groups. *Applied Psychology, 51*, 355–387.

7 To prepare

In addition to reading the articles in the reading list in preparation, each participant will be expected to complete short (half page) written reviews of each article identifying key points to discuss. Participants will also be assigned one or two articles a short presentation based on these reviews to kick-off discussion of the articles.

8 Assessment

Grading is primarily based on a written assignment: a research proposal or short conceptual paper (10–20 pages double spaced, 1-in margins). Key point is to write something that is of use in the own research. The assignment should be seen as an offer from the course faculty to provide feedback on research activities; the fact that the writing happens to be also graded should be seen as secondary. Secondary to the grading is attendance and active participation in the sessions.

9 Credits

The course is eligible for 6 ECTS.