

MGMT607: Organizational Behavior Seminar
Fall 2020
Zoom Meeting ID: 631 641 9293

Thursdays
2:15pm-5:00pm
Via Zoom

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Quick Links

Zoom: <https://uoregon.zoom.us/j/98531518894>

Padlet: <https://padlet.com/kzipay/9plzd4372uf8nrb5>

Dropbox: <https://www.dropbox.com/sh/0r7fij6x0gdt1yx/AAD5kHrLKpMZz1HSG8PsndYZa?dl=0>

Course Objective

The purpose of this course is to survey the landscape of theory-driven research in Organizational Behavior (OB). This research seminar will cover foundational and contemporary research. You will gain an in-depth understanding of these topics and develop the scholarly skills needed to critique and develop organizational research. Over the course, you will read and assess research in various areas of organizational behavior; actively participate in seminar discussions; identify and develop your own research ideas; and practice writing and providing feedback. Although we will cover a considerable amount of ground, the vastness of this field means that many areas of current and relevant inquiry must be omitted. Hopefully many of the topics will spark interest to understand the phenomenon at a deeper level on your own. The primary focus of the readings, and the in-class discussion, will be on the theoretical nature of the research as it currently stands in the field. That is, our goal is to understand the theoretical contribution of the current research and to explore how further theoretical contributions can be made. The class structure also allows for you to integrate your own interests with the topics covered in the course to provide support in advancing your own research identity and program.

Class Format & Workload

This class will be conducted in a seminar style, which means that students will shoulder the responsibility for class discussion and their own learning. I will provide some background on the topic using some of the seminal articles in the field. However, there will be limited prepared lecture slides about the specific readings. The role of the instructor will be to moderate the class discussion and guide individual and collective discovery.

All students are expected to attend class fully prepared to discuss each paper with questions of their own to contribute to the overall discussion. A lack of preparation for class simply will not work for this class size and format. The most successful seminars happen when the collective effort is strong, engaged, and focused.

Course Materials

There is no required textbook. Instead, readings will be provided for each week that come from mainstream, top-tier management journals. Readings for each week will be made available on Canvas and shared via Dropbox.

Learning Outcomes

Given full participation and engagement in the course, you can expect to:

- Understand the general field of OB
- Critique theoretical & empirical research
- Develop research questions
- Craft interesting scholarly writing
- Practice evaluating peers' ideas
- Make connections between OB topics and your own area of research

*A note about COVID-19 impact:
As a group we will be flexible and adaptive. We will continue to learn. We will be empathetic to the unexpected (and expected) stressors that arise. I cannot predict how things might change during our 10 weeks together. But, you can plan for a continued discussion-based class and a steady set of readings and assignments. Please be sure to keep up with your email to understand plans for creating a safe and engaging class.*

Class Expectations

Instructor Role

- Develop a reading list that is current and comprehensive
- Prepare for dynamic discussion
- Guide you in developing your research skills
- Provide timely & useful feedback
- Support you in connecting course material with your own unique interests
- Adjust quickly to unexpected changes at the University

Student Role

- Attend class
- Prepare for in-depth discussion
- Ask for help if you need help
- Participate in class by engaging in thoughtful reflection and interactive discussions
- Genuinely try to succeed
- Find what is interesting to you
- Respect the right of others

Collective Role

- Be courteous & respectful to one another
- Avoid distracting each other
- Allow all conversation to be pertinent to class and conducted in a way that everyone can learn
- Ask questions & listen for answers
- Be flexible in adjusting to changes
- Refuse to tolerate racist, homophobic, sexist, and other disrespectful comments

Showing respect for all people in the class promotes a scholarly environment. Because much of this class will focus on student participation, many people will be making comments related to the material. At no time is it acceptable for a student to be mimicked, embarrassed, intimidated, or mistreated in any way by other students (or by the instructor) for such participation or for any other reason.

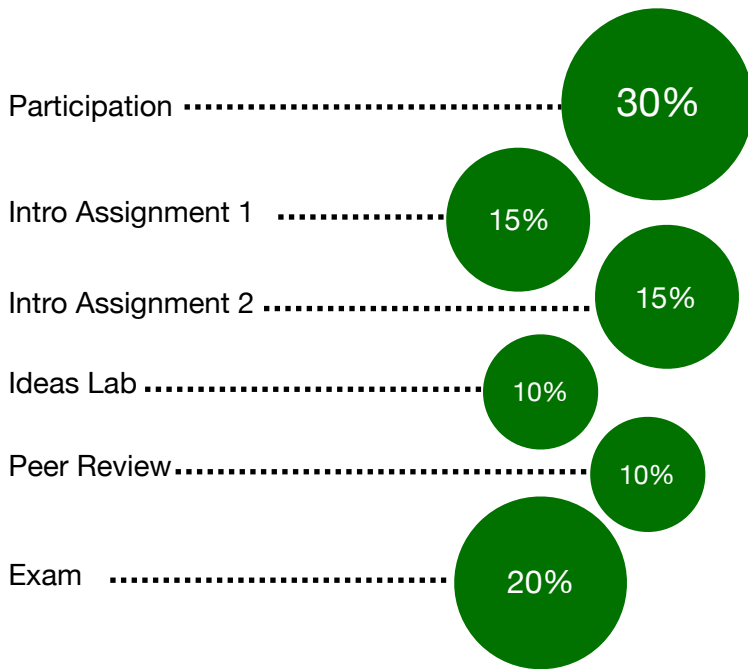
Respect for Diversity

I consider it part of my responsibility as instructor to address the learning needs of all of the students in this course. I will present materials that are respectful of diversity: race, color, ethnicity, gender, age, disability, religious beliefs, political preference, sexual orientation, gender identity, citizenship, or national origin among other personal characteristics. I also believe that the diversity of student experiences and perspectives is essential to the deepening of knowledge in a course. Any suggestions that you have about other ways to include the value of diversity in this course are welcome.

The University of Oregon requires that information and procedures for assuring and enhancing respect for diversity and human differences are included in all courses, course materials, and course policy and procedures throughout the educational environment. This position is commensurate with the University philosophy that dedicates our campus to the principles of equality of opportunity and freedom from discrimination for all members of the university community and an acceptance of true diversity as an affirmation of individual identity. In this course, class discussions, projects/activities and assignments will challenge students to think critically about and be sensitive to the impact of cultural, religious, gender, race, socioeconomic, physical and cognitive ability, and sexual differences.

Students will be encouraged to develop or expand their respect and understanding of such differences. In order to thrive and excel, a culture must honor the rights, safety, dignity, and well being of all members no matter their race, gender, religion, sexual orientation, socioeconomic status, or disability. The concept of diversity encompasses acceptance and respect in understanding that each individual is unique, and recognizing individual differences which can include race, ethnicity, national origin, gender, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, or other ideologies. To the extent possible and appropriate, this course will explore these differences in a safe, positive, and supportive environment.

Course Assignments Overview



Grades

Excellent work translates to excellent grades

Grade	Between	
A	93.00	100
A-	90.00	92.99
B+	87.00	89.99
B	83.00	86.99
B-	80.00	82.99
C+	77.00	79.99
C	73.00	76.99
C-	70.00	72.99
D	60.00	69.99
F	0	59.99

Important Dates

- 10/21 by 11:59pm: Intro Assignment 1 Due
- 11/11 by 11:59pm: Intro Assignment 2 Due
- 11/18 by 11:59pm: Peer Review Due
- 11/26: Thanksgiving (No class)
- 11/30 by 11:59pm: Sign up for special topic time slot on google doc <https://tinyurl.com/y46ryqpf>
- 12/1 by 11:59: Ideas Lab Presentations
- 12/9 by 11:59pm: Exam Due

Weekly Topics

Week 1: Introduction to OB
 Week 2: Personality at work
 Week 3: Feelings at work
 Week 4: Attitudes at work
 Week 5: Motivation at work

Week 6: Behaviors at work
 Week 7: Relationships at work
 Week 8: Special Topic: Covid, crisis, and coping
 Week 9: Thanksgiving (No class)*
 Week 10: Student Ideas Lab + You Choose**

**Optional readings on gratitude, loneliness, and more*

***See google doc to sign-up for one-on-one or small group research incubators*

Course Assignment Details Instructions

All assignments should be submitted via Canvas by 11:59pm on the due date. Unless otherwise noted, you can submit a PDF, word, or pages file. Links to google docs or similar will not be sufficient.

Participation

50 points
30% of grade
Ongoing

Given the interactive design of the seminar, it is critical that you read all materials before class and actively participate. The best way to make sure your participation is high in quality is to think carefully about assigned readings before class. This should include critical thinking directed at specific papers as well as critical thinking directed at the set of papers as a whole. As part of your participation, I ask that you prepare a brief outline of each week's assigned readings to enable smooth engaging conversation. This will

enhance your understanding and will be helpful reference material in class and beyond. I also ask that you prepare 2-3 questions for discussion for each paper.

Class participation is based on the quality of your contributions to discussions with an emphasis on critical thinking, constructive critique, and questions you pose to the group. Quality participation is adding value, sharing thoughtful insights, building on the ideas of others, encouraging others to participate, and not dominating the conversation excessively. You should prepare to engage in active class participation on all assigned readings. Sometimes students hesitate to speak up in class. Sometimes students dominate class discussions. Sometimes students do not listen to others and then repeat points that have already been made or do not link their comments to prior comments. If any of these might apply to you, please see me early in the term so we can work out a strategy to enhance your class participation.

Introduction Writing

50 points each
15% of grade each
(30% total)
Intro Assignment 1 Due 10/21
Intro Assignment 2 Due 11/11

To develop your writing skills, you will have two writing assignments this quarter. These are short "hook papers," and are meant to mimic the introduction of a research paper where you introduce your topic, "hook" your reader, explain your model and explain your theoretical contributions. These papers will be short (3-4 pages each, double-spaced, 12pt Times Roman font, 1in margins), however, this means that the expectations for writing quality will be high. The introduction is one of the most critical sections of a manuscript and requires considerable attention to detail in its crafting. Failure to capture reader interest in these first few pages may be fatal in the review process, and the goal for this assignment is to hone this skill.

Process-wise, each student in the course will choose two topics throughout the course of the semester. You will develop a model that arguably would contribute to theory from that week and relates to management readings on the topic (as well as other relevant literature). You may bring in other literature that is interesting to you to create a more compelling introduction.

You will need to develop a visual depiction for that model and present it along with this paper as "Figure 1". When writing the introduction, you'll assume that all hypotheses work out as intended, and so the point of this "hook paper" is to set up the manuscript you would then write about this model. You'll need to rely on the techniques we discuss in class regarding making a theoretical contribution and convince us that this manuscript substantially advances theory and research (i.e., your manuscript changes a consensus, builds a consensus, challenges a weakly held assumption, etc.). I strongly recommend against "gap-framing." Above, where I said 3-4 pages, those are firm boundaries. I don't want any less than 3, or any more than 4, pages of text. References, figure, etc. don't count toward this limit.

These assignments will be graded based on the extent to which the submission adheres to the guidelines described above (length, grammar, spelling, etc.) as well as the instructor's assessment of how well the

research is properly framed, whether the theoretical contribution is clearly articulated, how well the choice of theory and constructs is explained, etc.

Some specifics ...

- Assume that this is being submitted to an empirical journal (i.e., AMJ). Thus, you would have data
- Draw from assigned readings, as well as other relevant literature
- Clearly articulate the point of your research, and how you make a theoretical contribution
- Position the paper within extant literature, and (correctly) draw from that literature
- Identify the theory/theoretical lens/theoretical framework/model that informs your research
- Write well (no typos, proper grammar, etc.)

Peer Review

*25 points
10% of grade
Due 11/18*

You will be assigned to review one of your peers introductions. You will provide written developmental feedback in the form of a quality peer review using major and minor points. Reviews should be 1-2 pages. You will also schedule and hold a 30 minute feedback session (can be virtual or in-person). To deliver feedback and discuss ways to improve and advance your peers' work. This assignment assesses your ability to critically evaluate new ideas as well as provide constructive and clear scholarly feedback.

Ideas Lab Presentation

*25 points
10% of grade each
Due 12/1*

You will pre-record a 5-7 minute presentation of an idea for a research project you hope to pursue in the future. Presentations will shared with the class to view prior to our ideas lab session. During class, you will be work in break out groups to ask and answer questions about your research idea. Your chosen idea should flow from one of your introduction papers and the feedback you received. However, it may be that your presented idea is different than your original idea based on disciplined theorizing and revising and integration of my feedback and your peer reviewer's feedback. The focus of this

assignment is to hone your science communication skills. Your presentations should be professional and intriguing using limited jargon and conveying your idea clearly and compellingly. I recommend practice your presentation several times before recording to ensure you deliver a quality presentation.

Exam

*100 points
20% of grade
Due 12/10*

There will be a final exam that somewhat mimics the comprehensive exam structure within the Management department. The exam will be open-book, open-note, and can be taken anywhere on your computer (i.e., students do not have to physically come to class on Exam day). Every student will receive the same two comps-style questions and the you will have to answer one of these questions. In addition, you will receive a comps-style question tailored to your interests and expertise that must be answered. Exams will be administered on Canvas. When you open the exam on Canvas, you will have 3 hours to

complete the exam. The exams will be available Monday, December 7th at 8:00am and must be completed by Friday, December 11th at 11:59pm.

When grading these, I will be evaluating the extent to which answers demonstrate both breadth and depth of knowledge, the originality and insights that are expressed in the answers, the extent to which multiple streams of theory and research are drawn from and integrated, etc.

University rules, policies, and other important information

Plagiarism and Academic Misconduct: The University Student Conduct Code (see <http://dos.uoregon.edu/conduct>) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at researchguides.uoregon.edu/citing-plagiarism.

Lundquist College of Business Code of Conduct: The Lundquist College of Business learning community is committed to a set of core values that guide our interactions with one another. Our values are as important within our Lundquist College community as within the business community. Our values help define both how we aspire to act and what it means to be a business professional. (See <https://business.uoregon.edu/code-of-conduct>.)

Accessible Education: The University of Oregon is working to create inclusive learning environments (see <https://aec.uoregon.edu/>) Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

Mental Health and Wellness: Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at health.uoregon.edu/ducknest.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

Bias Education and Response Team: The University of Oregon Bias Education and Response Team (BERT), <http://dos.uoregon.edu/bias>, based in the Office of the Dean of Students, works to provide those who have witnessed, or themselves become a target of an act of bias, an opportunity to be heard and supported. The fundamental role of BERT is to respond to situations that affect the larger University of Oregon community through education about current and historical issues surrounding bias. Utilizing best practices in our field, the BERT provides services to witness(es), bystander(s), targeted individual(s), offender(s), or a member(s) of the community in order to create change in a timely, effective, and comprehensive way. It is through our education services and initiatives that we hope to eliminate acts of bias within our community.

If you have witnessed or experienced bias and would like more information or would like to report it, please visit <http://dos.uoregon.edu/bias>.

Help for Victims and Survivors: If you are a victim or survivor of sexual assault, sexual harassment, dating or domestic violence, gender-based harassment or bullying, and/or stalking and need help, start here: <https://safe.uoregon.edu/>. There is staff available 24-hours a day for confidential advice and assistance. Even if you are unsure what to do, call 541-346-7233 (SAFE) and you'll be connected with somebody who will listen to you and help guide you as you figure out what you want to do next. We are here to support you and help provide the assistance and services you need.

Title IX: If you or someone you know (student, faculty, or staff) has experienced gender discrimination, sexual harassment, or sexual violence, the university can offer assistance, support, and resources: <http://titleix.uoregon.edu/how-report>

Prohibited Discrimination and Harassment Reporting: Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone,

a student can also call either the UO's 24-hour hotline at 541-346-7244 (SAFE), or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, <https://uoregon.callistocampus.org/>, a confidential, third-party reporting site that is not a part of the university. Students experiencing any other form of prohibited discrimination or harassment can find information at respect.uoregon.edu or aaeo.uoregon.edu or contact the non-confidential of Affirmative Action and Equal Opportunity (AAEO) office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at [Discrimination & Harassment](#). Specific details about confidentiality of information and reporting obligations of employees can be found at titleix.uoregon.edu.