

MANAGEMENT 9330 – Foundations of Organizational Behavior
The Wharton School, University of Pennsylvania

Fall 2022 – Q1

Friday: 9:00 am-12 pm

Location: SHDH 2034 (unless otherwise noted)

Taught By:

Professors Andrew Carton, Samir Nurmohamed, Michael Parke, and Phil Tetlock

Course Lead:

Professor Samir Nurmohamed

Course Description

This course aims to examine and understand the basics of theory and empirical research in micro-organizational behavior and to increase our understanding of individuals' behavior in organizations. To do so, we will cover a blend of classic and contemporary literature to learn and build on the prevailing theories and findings in various areas of micro-organizational behavior.

Course Outline

Date	Topic	Taught By
1 September 2	What is Organizational Behavior?	Professor Samir Nurmohamed
2 September 9	Affect	Professor Michael Parke
3 September 16	Cognition	Professor Phil Tetlock
4 September 23	Leadership	Professor Andrew Carton
5 September 30	Motivation	Professor Samir Nurmohamed
October 7		FALL BREAK
6 October 14	Teams	Professor Andrew Carton

Course Requirements

1. "Reaction" papers for each session (50% of final grade) discussing: (a) the central insights in the readings and (b) some research questions in your specific area of interest within management that uses the insights. **Papers are due by 9 am the day before class on Canvas** and should be no longer than 1-2 single-spaced pages.
2. An "innovation" paper (20% of final grade) that builds on the theories and empirical research you have learned in the course to present novel hypotheses (i.e., something not already known or immediately understood by organizational behavior researchers).

The hypotheses should draw on research papers from the course but may also be inspired by your observations, experiences, and/or the experiences of others in organizations. In these papers, please provide at least two hypotheses and present a justification on why it is likely to be supported, drawing on concepts and ideas from the course (you may choose to tie concepts across topics). Lastly, explain why your hypotheses are likely interesting and

important to others.

Your paper is due by October 21 and should be no longer than 2-3 single-spaced pages. It may be useful—but it is not required—to include a “boxes-and-arrows” in an Appendix at the end to illustrate your theory and hypotheses (it does not count against your page limit). Please also ensure that you include citations and references (you can use APA or another style that is typically featured in management journals).

3. Participation (30% of final grade):
 - a. As "primary reader," you will lead a discussion on subtopics and issues within the seminar through responsibility for a particular set of articles or sub-areas. In the "primary" reader role, first, summarize the article briefly (no more than 2 or 3 minutes at most – assume people have read the article), then present (briefly) what you think are the major strengths and weaknesses of a paper. It is important to be sure to also focus on strengths. Then, state what you think are interesting statements or questions (stimulated by the paper) that our class should discuss.
 - b. Be an active (constructive) participant throughout the course.

Preparation for Class Session

Each student is expected to come to class prepared to discuss *all* the required readings for each class session. The essence of this seminar is contained in the quality of the classroom discussion. As you review each reading, you might want to 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 is your analysis of the methods?
- What was done well, and what could have been improved?
- Do you believe their 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?

Class 1 – What Is Organizational Behavior?

Required Readings (Read in the Order Listed Below):

Schneider, B. (1987). The People Make the Place. *Personnel Psychology*, 40, 437-453.

Mowday, R. T. & Sutton, R. I., (1993). Organizational behavior: Linking individuals and groups to organizational contexts. *Annual Review of Psychology*, 44, 195-229.

Heath, C., & Sitkin, S. B. (2001). Big-B versus Big-O: What is organizational about organizational behavior?. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 22(1), 43-58.

Johns, G. (2006). The essential impact of context on organizational behavior. *Academy of management review*, 31(2), 386-408.

Weiss, H. M. & Rupp, D. E. (2011). Experiencing Work: An Essay on a Person-Centric Work Psychology. *Industrial and Organizational Psychology*, 4, 83–97.

Examples of Articles Related to the Perspectives Conveyed in the Above Articles:

Arvey, R.D, Li, W. & Wang, N. (2016). Genetics and organizational behavior. *Annual Review of Organizational Psychology and Organizational Behavior*, 3:167-190.

Ashton, M.C. & Lee, K. (2007). Empirical, theoretical, and practical advantages of the HEXACO model of personality structure. *Personality and Social Psychology Review*, 11:150-166.

Barrick, M.R. & Mount, M. (1991). The Big Five Personality Dimensions & Job Performance: A Meta-Analysis. *Personnel Psychology*, 44, 1-26.

Barrick, M.R., Stewart, G.L., Neubert, M.J., & Mount, M.K. (1998). Relating member ability and personality to work-team processes and team effectiveness. *Journal of Applied Psychology*, 83, 377-391.

Chatterjee, A. & Hambrick, D. (2007). It's all about me: Narcissistic chief executive officers and their effects on company strategy and performance. *Administrative Science Quarterly*, 52, 351-386.

Chatman, J. (1989). Improving interactional organizational research: A model of person-organization fit. *Academy of Management Review*, 14: 333-349.

Chatman, J. and Barsade, S. (1995). Personality, culture and cooperation: Evidence from a business simulation. *Administrative Science Quarterly*, 40 (3): 423-443.

Davis-Blake, A. & Pfeffer, J. (1989). Just a Mirage: The Search for Dispositional Effects in Organizational Research. *Academy of Management Review*, 14, 385-400.

- Epstein, S., & O'Brien, E. J. (1985). The person-situation debate in historical and current perspective. *Psychological bulletin*, 98(3), 513-537.
- Flynn, F. J., Chatman, J. A., & Spataro, S. E. (2001). Getting to know you: The influence of personality on impressions and performance of demographically different people in organizations. *Administrative Science Quarterly*, 46(3), 414-442.
- Grant, A.M. (2013). Rethinking the extraverted sales ideal: The ambivert advantage. *Psychological Science*, 24: 1024-1030.
- Judge, T. A., & Zapata, C. P. (2015). The person–situation debate revisited: Effect of situation strength and trait activation on the validity of the Big Five personality traits in predicting job performance. *Academy of Management Journal*, 58(4), 1149-1179.
- Kenrick, D.T. & Funder, D.C. (1988). Lessons from the Person-Situation Debate. *American Psychologist*, 43, 23-32.
- Kilduff, M. & Day, D.V. 1994. Do Chameleons get ahead: The effects of self-monitoring on managerial careers. *Academy of Management Journal*, 37, 1047-1060
- Le, H., Oh, I. S., Robbins, S. B., Ilies, R., Holland, E., & Westrick, P. (2011). Too much of a good thing: curvilinear relationships between personality traits and job performance. *Journal of Applied Psychology*, 96(1), 113.
- Roberts, B., Caspi, A., & Moffitt, T. (2003). Work experiences and personality development in young adulthood. *Journal of Personality & Social Psychology*, 84, 582-593.
- Roberts, B. W., Kuncel, N. R., Shiner, R., Caspi, A., & Goldberg, L. R. (2007). The power of personality: The comparative validity of personality traits, socioeconomic status, and cognitive ability for predicting important life outcomes. *Perspectives on Psychological Science*, 2(4), 313-345.
- Rousseau, D. M., & Fried, Y. (2001). Location, location, location: Contextualizing organizational research. *Journal of organizational behavior*, 1-13.
- Schneider, B. (1995). The ASA framework: An update. *Personal Psychology*, 48, 747-773.
- Schmidt, F.L. & Hunter, J. 2004. General mental ability in the world of work: Occupational attainment and job performance. *Journal of Personality and Social Psychology*, 86, 162-173.
- Staw, B.M. & Cohen-Charash, Y. (2005). The dispositional approach to job satisfaction: More than a mirage, but not yet an oasis. *Journal of Organizational Behavior*, 26, 59-78.
- Staw, B., Bell, N. & Clausen, J. (1986). The Dispositional Approach to Job Attitudes: A Lifetime Longitudinal Test. *Administrative Science Quarterly*, 31, 56-77.
- Weiss, H. & Adler, S. (1984). Personality and Organizational Behavior. In B. Staw & L. Cummings (eds.), *Research in Organizational Behavior*, Vol. 4.

Class 2 - Affect

Required Readings:

Sutton, R. & Rafaeli, A. (1988). Untangling the Relationship Between Displayed Emotions & Organizational Sales: The Case of Convenience Stores. *Academy of Management Journal*, 31, 461-487.

Amabile, T. M., Barsade, S. G., Mueller, J. S., & Staw, B. M. (2005). Affect and creativity at work. *Administrative Science Quarterly*, 50(3), 367-403.

Toegel, G., Kilduff, M., & Anand, N. 2013. Emotion helping by managers: An emergent understanding of discrepant role expectations and outcomes. *Academy of Management Journal*, 56(2): 334–357.

Knight, A. P., & Eisenkraft, N. (2015). Positive is usually good, negative is not always bad: The effects of group affect on social integration and task performance. *Journal of Applied Psychology*, 100(4), 1214–1227.

Parke, M. R., & Seo, M. 2017. The role of affect climate in organizational effectiveness. *Academy of Management Review*, 42(2): 334–360.

Barsade, S. G., & O'Neill, O. A. 2014. What's love got to do with it?: The influence of a culture of companionate love in the long-term care setting. *Administrative Science Quarterly*, 59(4): 551–598.

Other articles of interest (but not required):

Reviews

Brief, A. P. & Weiss, H. M. (2002). Organizational behavior: Affect in the workplace. *Annual Review of Psychology*, 53: 279-307.

Barsade, S. G. & Gibson, D. E. (2007). “Why Does Affect Matter in Organizations?” *Academy of Management Perspectives*, 21, 36-59.

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

Côté, S. (2014). Emotional intelligence in organizations. *Annual Review of Organizational Psychology and Organizational Behavior*, 1(1), 459-488.

Grandey, A. A., & Gabriel, A. S. 2015. Emotional labor at a crossroads: Where do we go from here? *Annual Review of Organizational Psychology and Organizational Behavior*, 2: 323-349.

Niedenthal, P. M. & Brauer, M. 2012. Social functionality of human emotion. *Annual Review of Psychology*, 63: 259-285.

Menges, J. I., & Kilduff, M. 2015. Group emotions: Cutting the Gordian Knots concerning terms, levels-of-analysis, and processes. *Academy of Management Annals*, 9(1): 845–928.

Foundational Articles & Models

Barrett, L. & Russell, J. (1999). The Structure of Current Affect: Controversies and emerging consensus. *Current Directions in Psychological Science*. 10-14.

Barsade, S. G. (2002). The ripple effect: Emotional contagion and its influence on group behavior. *Administrative Science Quarterly*, 47, 644-75.

Bower, G. (1981). Mood & Memory. *American Psychologist*, 81, 129-148.

Fredrickson, B. L. 2001. The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56: 218-226.

Hochschild, A. (1983). Feeling Management: From Private to Commercial Uses. Chapter 6 of *The Managed Heart*.

Isen, A.M. & Baron, R.A. (1991). Positive Affect as a Factor in Organizational Behavior. *Research in Organizational Behavior*, Vol. 13.

Lazarus, R. (1982). Thoughts on the Relations Between Emotion & Cognition. *American Psychologist*, 37, 1019-7024.

Loewenstein, G. F., Weber, E. U., Hsee, C. K., & Welch, N. 2001. *Risk as feelings*. *Psychological Bulletin*, 127: 267-286.

Mayer, J. D., Salovey, P. & Caruso, D. (2000). Models of emotional intelligence. In R. J. Sternberg (Ed.), *Handbook of Intelligence*, Cambridge, UK: Cambridge University Press. Pp 396-420.

Schwarz, N., & Clore, G. L. 2003 *Mood as information: 20 years later*. *Psychological Inquiry*, 14: 296-303.

Van Kleef, G. A. 2009. How emotions regulate social life. *Current Directions in Psychological Science*, 18: 184-188.

Watson, D., Clark, L. A., & Tellegen, A. (1988). Development and validation of brief measures of positive and negative affect: The PANAS scale. *Journal of Personality and Social Psychology*, 54: 1063 – 1070.

Zajonc, N. (1980). Feeling & Thinking: Preferences Need no Inferences. *American Psychologist*, 151-175.

Zajonc, R.B. (1984). On the primacy of affect. *American Psychologist*, 35: 151-175.

Other Articles & Applications

Staw, B. & Barsade, S. (1991). Affect & Managerial Performance: A Test of the Sadder-But-Wiser vs. Happier-&Smarter Hypotheses. *Administrative Science Quarterly*, 38, 304-331.

Grant, A. M. 2013. Rocking the boat but keeping it steady: The role of emotion regulation in employee voice. *Academy of Management Journal*, 56(6): 1703–1723.

Humphrey, R. H., Ashforth, B. E., & Diefendorff, J. M. (2015). The bright side of emotional labor. *Journal of Organizational Behavior*, 36(6), 749-769.

O'Neill, O. A., & Rothbard, N. P. (2017). Is love all you need? The effects of emotional culture, suppression, and work–family conflict on firefighter risk-taking and health. *Academy of Management Journal*, 60(1), 78-108.

Parke, M. R., Seo, M.-G., Hu, X., & Jin, S. 2021. The creative and cross-functional benefits of wearing hearts on sleeves: Authentic affect climate, information elaboration, and team creativity. *Organization Science*.

Totterdell, P., Kellett, S. , Teuchmann, K & Briner, R. Evidence of mood linkage in work groups. *Journal of Personality & Social Psychology*, 74, 1504-1515.

Barsky, A., & Kaplan, S. A. (2007). If you feel bad, it's unfair: A quantitative synthesis of affect and organizational justice perceptions. *Journal of applied psychology*, 92(1), 286.

Lyubomirsky, S., Dickerhoof, R., Boehm, J. K., & Sheldon, K. M. (2011). Becoming happier takes both a will and a proper way: an experimental longitudinal intervention to boost well-being. *Emotion*, 11(2), 391.

Côté, S., DeCelles, K. A., McCarthy, J. M., Van Kleef, G. A., & Hideg, I. (2011). The Jekyll and Hyde of emotional intelligence: Emotion-regulation knowledge facilitates both prosocial and interpersonally deviant behavior. *Psychological Science*, 22(8), 1073-1080.

Kudesia, R. S. (2021). Emergent strategy from spontaneous anger: Crowd dynamics in the first 48 hours of the Ferguson shooting. *Organization Science*, 32(5), 1210-1234.

Knight, A. P. (2015). Mood at the midpoint: Affect and change in exploratory search over time in teams that face a deadline. *Organization Science*, 26(1), 99-118.

Yu, A., Berg, J. M., & Zlatev, J. J. (2021). Emotional acknowledgment: How verbalizing others' emotions fosters interpersonal trust. *Organizational Behavior and Human Decision Processes*, 164, 116-135.

Class 3 – Cognition: Clashing Views of Human Rationality

Required Readings:

1. Human judgment is noisy (with implications for fairness and efficiency in organizations).

Kahneman, D. et al (2021). Noise. (Chapters 1 and 2)

2. Humans over-rely on simple heuristics that render them vulnerable to systematic biases (with implications for fairness and efficiency, again).

Kahneman, D. (2011). Thinking, fast and slow. New York, Farrar Straus & Giroux. Chapters 1-4.

3. A reconciliation of the error-and-bias view of human judgment and the “people can be pretty clever” view (with implications for distinguishing real from pseudo-expertise)

Kahneman, D., & Klein, G. (2009). Conditions for intuitive expertise: A failure to disagree. *American Psychologist*, 64(6), 515–526.

4. Cognition and Affect/Motivation Are Intertwined (with implications for understanding why people often disagree about what counts as a bias versus an adaptive response).

Tetlock, P. E. (2002). Social Functionalist Frameworks for Judgment and Choice: Intuitive Politicians, Theologians, and Prosecutors. *Psychological Review*, 109, 451-471.

5. Cognition and Politics Are Also Intertwined (with implications for understanding why managers often harbor different view on how to organize and how to lead)

Tetlock, P. E. (2000). Cognitive bias and organizational correctives: do both disease and cure lie in the eye of the ideological beholder? *Administrative Science Quarterly*, 45(2), 293-326.

Other articles of interest (but not required):

Note: Positions you take on micro-cognitive issues shape positions you take on an array of meso and macro issues

Bargh, J & Chartrand, T. (1999). The unbearable automaticity of being. *American Psychologist*. (note both recent controversies over the replicability of famous priming effects (Simmons et al. 2011, below) and the robustness of the underlying cognitive theory of “spreading semantic activation”)

Gigerenzer, G., & Goldstein, D. G. (1996). Reasoning the fast and frugal way: models of bounded rationality. *Psychological review*, 103(4), 650-665. (an influential critique of the Kahneman and Tversky heuristics-and-biases research program)

Gilbert, D. T. (1991). How mental systems believe. *American psychologist*, 46(2), 107-120. (makes a strong psychological case is that our first reaction to what we hear is to believe it—and cognitive

effort is required to check our vulnerability to manipulation—more relevant than ever in our era of clashing claims of “fake news”)

Gilovich, T. D., & Griffin, D. W. (2010). Judgment and decision making. *Handbook of social psychology*. (a thoughtful synthesis of several research program)

Greenwald, A. G. (1980). The totalitarian ego: Fabrication and revision of personal history. *American psychologist*, 35(7), 603-616. (like Kunda, an early powerful case for the power of non-epistemic motives to govern thinking)

Kahneman, D., & Frederick, S. (2002). Representativeness revisited: Attribute substitution in intuitive judgment. *Heuristics and biases: The psychology of intuitive judgment*, 49-81. (an incisive analysis of how seamlessly people replace hard questions with easier ones, answer the easier one and convince themselves that they have also answered the hard question)

Kahneman, D., & Tversky, A. (1984). Choices, values, and frames. *American Psychologist*, 39(4), 341-355. (a friendly introduction to the most influential psychological theory of choice: prospect theory)

Kunda, Z. (1990). The case for motivated reasoning. *Psychological Bulletin*, 108(3), 480-505. (an early compelling synthesis of research on the motivational functions of cognition)

Lee, J. J., & Pinker, S. (2010). Rationales for indirect speech: The theory of the strategic speaker. *Psychological Review*, 117(3), 785-803 (insightful documentation of the face-saving functions that indirect speech serve in social life).

March, J. (1990). Learning through replicating success. Chapter 2 and 3 from “The ambiguities of experience.” (a brilliant analysis of why learning from experience is a lot harder than it sounds)

Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review*, 98(2), 224-248. (makes a strong case for treating culture and cognition as deeply intertwined)

McGuire, W. J. (1997). Creative hypothesis generating in psychology: Some useful heuristics. In *Annual Review of Psychology*. (take these creativity heuristics for a test drive when you design studies and preregister hypotheses)

Mellers, B.A., et al. (2015). Identifying and cultivating “superforecasters” as a method of improving probabilistic predictions. *Perspectives in Psychological Science*. 10(3), 267-281. (makes the case that some types of people when placed in certain types of situations can overcome at least some cognitive biases and make accurate judgments)

Peng & Nisbett (1999). Culture, dialectics and reasoning about contradiction. *American Psychologist*. (like Markus article, a powerful case for viewing culture and cognition as deeply intertwined)

Ross, L., et al. (1977). Social roles, social control and social perception processes. *Journal of Personality and Social Psychology*. (still the most compelling demonstration of the “fundamental attribution error”—and as relevant as ever to how managers, teachers,... should run meetings to avoid the error)

Simmons, J., Nelson, L. & Simonsohn, U. (2011). False-positive psychology: Undisclosed flexibility in data collection and analysis allows presenting anything as significant. *Psychological Science* (an extremely high-impact article that challenged how researchers were testing hypotheses—and led to the debunking of a wide range of empirical claims in social-cognition, marketing and micro-OB)

Smith, V (1994). Economics in the laboratory. *Journal of Economic Perspectives*. (another alternative to the heuristics-and-biases perspective on human cognition: Vernon Smith shared Nobel Prize with Daniel Kahneman in 2002)

Staw, B.M. & Hoang, H. (1995). Sunk costs in the NBA: Why drafts order affects playing time and survival in professional basketball. *Administrative Science Quarterly*, 40, 474-494. (a very clever real-world test of the classic cognitive dissonance prediction of escalating commitment to justify past choices)

Trope, Y. & Liberman, A. (2010). Construal-level theory of psychological distance. *Psychological Review*. (an influential and ingenious theory that links perception and cognition via the construct of psychological distance—and that has inspired many empirical tests)

Class 4 – Leadership

Required Readings:

Carton, A.M. (Forthcoming). The Science of Leadership: A Theoretical Model and Research Agenda. Forthcoming in Annual Review of Organizational Psychology and Organizational Behavior.

Chatterjee, A. & Hambrick, D.C., 2007. It's all about me: Narcissistic chief executive officers and their effects on company strategy and performance. *Administrative science quarterly*, 52(3), pp.351-386.

Gabriel, A.S., Lanaj, K. and Jennings, R.E., 2020. Is one the loneliest number? A within-person examination of the adaptive and maladaptive consequences of leader loneliness at work. *Journal of Applied Psychology*.

Van Knippenberg, D. & Sitkin, S. (2013). A critical assessment of charismatic-transformational leadership research: Back to the drawing board? *Academy of Management Annals*, 7, 1-60.

Carton, A.M., 2018. "I'm not mopping the floors, I'm putting a man on the moon": How NASA leaders enhanced the meaningfulness of work by changing the meaning of work. *Administrative Science Quarterly*, 63(2), pp.323-369.

- Please examine the figures in this article, as we will discuss the (important) role of figures and tables in communicating ideas and how my thoughts on them have evolved over time.

Other articles of interest (but not required):

Alvesson, M. & Einola, K. (2019). Warning for excessive positivity: Authentic leadership and other traps in leadership studies. *Leadership Quarterly*, 30, 383-395.

Banks, G. et al. (2017). "A meta-analytic review and future research agenda of charismatic leadership." *Leadership Quarterly*, 28, 508-529.

Bass, B.M., Avolio, B.J., Jung, D.I. & Berson, Y. (2003). Predicting unit performance by assessing transformational and transactional leadership, *Journal of Applied Psychology*, 88, 207-218.

Bubin, R.S., Munza, D.C. & Bommer, W.. (2005). Leading from within: The effects of emotion recognition and personality on transformational leadership behavior. *Academy of Management Journal*, 48, 845-858.

Calder, B.J. (1977). An Attribution Theory of Leadership. In B. Staw & G. Salancik (eds.), *New Directions in Organizational Behavior*, St. Clair Press.

Chen, J. & Houser, D. (2019). "When are women willing to lead? The effect of team gender composition and gendered tasks." *Leadership Quarterly*, 30, 101-140.

- Chatterjee, A. & Hambrick, D. (2007). "It's all about me: Narcissistic chief executive officers and their effects on company strategy and performance." *Administrative Science Quarterly*, 52, 351-386.
- Conger, J. and Kanungo, R. (1987). Toward a behavioral theory of charismatic leadership in organizational settings, *Academy of Management Review*, 4, 637-647.
- 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.
- Erez, A. Misangyi, V.F., Johnson, D.E., LePine, M.A. & Halverson, K.S. (2008). Stirring the hearts of followers: Charismatic leadership as the transferal of affect. *Journal of Applied Psychology*, 93, 602-616.
- Eva, N. et al. (2019). "Servant leadership: A systematic review and call for future research." *Leadership Quarterly*, 2019, 111-132.
- Flynn, F. & Staw, B. (2004). Lend me your wallets: The effect of charismatic leadership on external support for an organization. *Strategic Management Journal*, 25, 309-330.
- Gottfredson, R., Wright, S. & Heaphy, E. (2020). "A critique of the leader-member exchange construct: Back to square one." *Leadership Quarterly*, 31, in press.
- Grabo, A., Spisak, B. & van Vugt (2017). "Charisma as signal: An evolutionary perspective on charismatic leadership." *Leadership Quarterly*, 28, 473-485.
- Grant, A. M., Gino, F., & Hofmann, D. A. (2011). Reversing the extraverted leadership advantage: The role of employee proactivity. *Academy of Management Journal*, 54(3), 528-550.
- Homan, A., et al. (2020). "Leading diversity: Towards a theory of functional leadership in diverse teams." *Journal of Applied Psychology*, in press.
- Howell, J. & Frost, P. (1989). A Laboratory Study of Charismatic Leadership. *Organizational Behavior & Human Decision Processes*, 43, 243-269.
- Howell, J.M. & Shamir, B. (2005). The role of followers in the charismatic leadership process: Relationships and their consequences. *Academy of Management Review*, 30(1): 96-112.
- House, R., Spangler, W. & Woycke, J. (1991). Personality & Charisma in the U.S. Presidency: A Psychological Theory of Leader Effectiveness. *Administrative Science Quarterly*, 36, 364-396.
- Judge, T.A., Bono, J.E., Ilies, R. & Gerhardt, M.W. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology*, 87, 765-780.
- Meindl, J., Ehrle, S., & Dukerich, J. (1985). The Romance of Leadership. *Administrative Science Quarterly*, 30, 78-102.

Morgenroth, T., Kirby, T., Ryan, M. & Sudkampfer, A. (2020). "The who, when and why of the glass cliff phenomenon: A meta-analysis of appointments to precarious leadership positions." *Psychological Bulletin*, 146, 797-828.

Oreg, S. & Berson, Y. (2018). The impact of top leaders' personalities: The processes through which organizations become reflections of their leaders. *Current Directions in Psychological Science*, 241-248.

O'Reilly, C. & Chatman, J. (2020). "Transformational leader or narcissist? How grandiose narcissists can create and destroy organizations and institutions." *California Management Review*, 62, 5-27.

Owens, B. P., & Hekman, D. R. (2016). How does leader humility influence team performance? Exploring the mechanisms of contagion and collective promotion focus. *Academy of Management Journal*, 59(3), 1088-1111.

Pastor, J.C., Meindl, J.R. & Mayo, M.C. (2002). A network effects model of charisma attributions, *Academy of Management Journal*, 45, 410-420.

Peterson, R. S., Smith, D. B., Martorana, P. V., Owens, P. D. (2003). The Impact of Chief Executive Officer Personality on Top Management Team Dynamics: One mechanism by which leadership affects organizational performance. *Journal of Applied Psychology*, 88, 795-808.

Pfeffer, J. (1981). Management as Symbolic Action: The Creation & Maintenance of Organizational Paradigms in L. Cummings & B. Staw (eds.), *Research in Organizational Behavior*, Vol. 3, 1-53. (Skim only)

Podolny, J., Khurana, R. & Hill-Popper, M. (2005). "Revisiting the meaning of leadership." *Research in Organizational Behavior*, 26, 1-36.

Rosen, C. C., Simon, L. S., Gajendran, R. S., Johnson, R. E., Lee, H. W., & Lin, S. H. J. (2019). Boxed in by your inbox: Implications of daily e-mail demands for managers' leadership behaviors. *Journal of Applied Psychology*, 104(1), 19.

Shamir, B., Zakay, E., Popper, M. (1998). Correlates of charismatic leader behavior in military units: Subordinates' attitudes, unit characteristics, and superiors' appraisals of leader performance. *Academy of Management Journal*, 41, 387-409.

Zhu, J. et al., (2018). "Shared leadership: A state-of-the-art review and future research agenda." *Journal of Organizational Behavior*, 39, 834-852.

Class 5 - Motivation

Required Readings (read them in this order):

Kanfer, R., Frese, M., & Johnson, R. E. (2017). Motivation related to work: A century of progress. *Journal of Applied Psychology*, 102(3), 338-355.

Locke, E.A. & Latham, G.P. (2002). Building a practically useful theory of goal setting and task motivation: A 35 year odyssey. *American Psychologist*, 57: 705-717.

Wanberg, C. R., Zhu, J., Kanfer, R., & Zhang, Z. (2012). After the pink slip: Applying dynamic motivation frameworks to the job search experience. *Academy of management Journal*, 55(2), 261-284.

Grant, A. M., & Berry, J. W. 2011. The necessity of others is the mother of invention: Intrinsic and prosocial motivations, perspective-taking, and creativity, *Academy of Management Journal*, 54: 73-96.

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Class 6 - Teams

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