Psychology 992

Organizational Behavior

Spring 2021

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**COURSE DESCRIPTION**

This course is a seminar for doctoral students in fields related to industrial and organizational psychology, organizational behavior, and human resource development. This course is a survey of topics relevant to the field of organizational behavior. The course introduces participants to substantive issues, both macro and micro level, relevant to organizational behavior as addressed by psychologist, sociologist, management, and researchers of other fields. The course places an emphasis on the theory and research on organizational behavior rather than taking a managerial/practice focus. Theories are reviewed and analyzed and relevant organizational variables are discussed in terms of constructs and the linkage of conceptualization and operationalization of constructs. Throughout the course, a major focus is on the quality of the constructs developed in the field of Organizational Science. Discussions will focus on the definition and conceptualization of constructs as well as their operationalization and interpretation. Practical implications of this research are drawn when appropriate.

**COURSE ACTIVITIES, EXPECTATIONS and READINGS**

The course is conducted as a graduate seminar in which participation is expected and encouraged. Assignments will be given at various times in the course. Additional ones may be added. Active participation in class discussions is expected – it is why you are here! You are expected to come to class prepared to discuss the assigned readings. Of course, you are also expected to come to every class as we have much to learn!. You can only participate in a meaningful way if you read and actively reflect on all the material assigned before class – that is your responsibility. There will also be a number of assignments to be completed across the semester. Some assignments are short papers and others are written work that will provide information that helps stimulate discussion during class. There will also be a take home final examination that focuses on integrating material and discussions in the class.

There is one book that is required for the class as well as a set of readings from scholarly journals and chapters. The book is: G. Morgan (2006). Images of Organizations (2nd edition).

**COURSE FACILITATOR**

I am a professor of psychology at Michigan State University. My major research interests involve improving workplace effectiveness. I am an active researcher and consultant with private industry and the public sector on issues of continuous learning, leadership, and organizational change. I am also an undergraduate director for the Department of Psychology and teach a variety of undergraduate and graduate courses in Psychology. I am proud to be a Fellow of the American Psychological Association and the Society of Industrial and Organizational Psychology. I received my BS in psychology from the University of Maryland and my MA and Ph.D. in psychology from The Ohio State University. Further information about my research and consulting activities can be found at <http://www.io.psy.msu.edu/jkf>

**GRADING CRITERIA/ASSESSMENT**

The evaluation aspect of the course is divided among the following three activities:

Points Percentage

1. Participation in class 60 15%
2. Presentations/facilitation in class 60 15%
3. Assignments/short papers 8x20 = 160 40%
4. Final Examination 2x60 = 120 30%

Total 400

Final Grades will be determined as follows:

|  |  |
| --- | --- |
| Grade | Percentage |
| A (4.0) | 92% and above |
| B+ (3.5) | 86 – 91% |
| B (3.0) | 80 – 85% |
|  |  |
| C+ (2.5) | 75 – 79% |
| C (2.0) | 70 – 74% |
| D (1.0) | 60 – 69% |
| F (0.0) | 59% and below |

**UNIVERSITY AND COURSE POLICIES**

*Attendance:* Attendance will influence your participation grade. You are expected to be aware of any changes in dates of assignment. Ignorance will not be accepted as an excuse.

*Make-Up Policy: All* assignments must be completed when scheduled. Unless *prior permission* has been obtained, ***NO*** late or makeup assignments will be accepted or given. Permission may be granted for those who contact the instructor *prior* to the scheduled date, and provide valid documentation related to the absence either before or after the absence.

*Misconduct:* Cheating, plagiarism, or other forms of academic dishonesty will result in a penalty that could include failure of the course. The official university policy is as follows:

The principles of truth and honesty are fundamental to the educational process and the academic integrity of the University; therefore, no student shall:

1. claim or submit the academic work of another as one’s own.
2. procure, provide, accept or use any materials containing questions or answers to any examination or assignment without proper authorization.
3. complete or attempt to complete any assignment or examination for another individual without proper authorization.
4. allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization.
5. alter, tamper with, appropriate, destroy or otherwise interfere with the research, resources, or other academic work of another person.
6. fabricate or falsify data or results.

*Recording: As* members of a learning community, students are expected to respect the intellectual property of course instructors. All course materials presented to students are subject to the following conditions of use: 1. Students may record lectures/classroom activities and use the recordings for their own course-related purposes. 2. Students may share the recordings for others enrolled in this specific course section. Sharing is limited to using the recordings only for course-related purposes 3. Students may not post the recordings or any other course materials online or distribute them to anyone not enrolled in this section of the class without the advance written permission of the course instructor and, if applicable, any students whose voice or image is included in the recordings. That means you cannot post a photo or video or other recording of anyone in the class to any social media site (e.g., Instagram, Facebook, Twitter) without their written consent. Violation of this policy may result in a grade penalty up to a 0.0 in the course. 4. Any student violating the conditions described above may face academic disciplinary sanctions.

*Incomplete Policy:* The official university policy is as follows:

The I-Incomplete may be given only when: the student (a) has completed at least 6/7 of the term of instruction but is unable to complete the class work and/or take the final examination because of illness or other compelling reason; and (b) has done satisfactory work in the course; and (c) in the instructor's judgment can complete the required work without repeating the course.

Provided these conditions are met, the instructor electing to give an I-Incomplete files an Agreement for Completion of (I) Incomplete at the time course grades are due. This agreement specifies what the student must do, and when, to remove the I-Incomplete. The department or school office gives a copy to the student and retains a copy for at least one year.

*Limits to confidentiality***:** Students should be aware that I am unable to maintain confidentiality when it conflicts with my responsibilities as a mandatory reporter within the university. That is I must report to other University offices any information you share with me regarding (1) suspected child abuse/neglect, even if this happened when you were a child, (2) allegations of sexual assault or harassment involving MSU students, faculty or staff, and (3) credible threats of harm to oneself or others. These reports may trigger contact from a campus official; in almost all cases, it will be your decision if you wish to speak to that individual. If you would like to talk about any of the above in a setting that is confidential and not bound by mandatory reporting, please make an appointment with the MSU Counseling Center.

*Religious Holiday:* The official university policy is as follows:

It has always been the policy of the University to permit students and faculty to observe those holidays set aside by their chosen religious faith The faculty and staff should be sensitive to the observance of these holidays so that students who absent themselves from classes on these days are not seriously disadvantaged. It is the responsibility of those students who wish to be absent to make arrangements in advance with their instructors

**COURSE SCHEDULE AND READING LIST**

Tuesday classes will focus on the Morgan book. Thursday classes will target key articles or chapters. Also note that the course schedule and reading list may be modified as the course progresses.

Week of 1/11 Reflections on the Nature of Work

Weiss (2013). Work as human nature. In J.K. Ford, J. Hollenbeck & A.M. Ryan The ` Nature of work.

Hulin (2013). Work and Being: The Meanings of Work in Contemporary Society. In J.K. Ford, J. Hollenbeck & A.M. Ryan The Nature of work.

Schneider, B. (1987). The people make the place. *Personnel psychology*, *40*(3), 437-453.

For Reflection: 1) What are the key ideas that Weiss is proposing about the study of work? To what extent do you agree with his perspective. What are implications for the kind of research that you want to do?

2) What surprised you or struck you about the Hulin paper in regards to people at work? What would people see in your approach to work – what do you take pride in?

3) What does Schneider mean by the notion that the “people make the place”. What are the implications for understanding organizational effectiveness as well as implications for the type of research that “matters”?

1/19 Mechanization Takes Command

Morgan Chapters 1 & 2

Assignment 1: Describe the metaphor in terms of 1) organizational goals; (2) the way to structure work; (3) the role of management; (4) the assumptions about employees; and (5) the role of the outside environment and organizational effectiveness.

1/21 Historical Perspective

Taneja, S., Pryor, M. & Toombs, L. (2011). Frederick Taylor’s Scientific Management Principles: Relevance and Validity. The Journal of Applied Management and Entrepreneurship, 16, 60-78

Sundstrom, E., McIntyre, M., Halfhill, T., & Richards, H. (2000). Work groups: From the Hawthorne studies to work teams of the 1990s and beyond. *Group Dynamics: Theory, Research, and Practice*, *4*(1), 44.

Whyte, W. F. (1949). The social structure of the restaurant. *American Journal of Sociology, 54*, 302-310.

For Class Discussion: 1) Provide a critique of the Taneja et al paper on the relevance and validity of Scientific Management Principles today

2) In what ways did (or did not) the Hawthorne studies lead to a change in focus from Scientific Management Principles

3) What are the main takeaways from the Whyte study in terms of factors impacting the effectiveness of organizations. Make an argument as to whether this study still has relevance today

1/26 Nature Intervenes: Organizations as Organisms

Morgan Chapter 3

Katz and Kahn (1977). The Social Psychology of Organizations. Chapters 2

For Class Discussion1) What are the implications for taking a systems perspective to understanding organizations?

Assignment 2: Describe the metaphor in terms of 1) organizational goals; (2) the way to structure work; (3) the role of management; (4) the assumptions about employees; and (5) the role of the outside environment and organizational effectiveness

1/28 Humanistic Perspectives and Fit

McGregor, D.M. (l960). *The human side of enterprise*. pp. 3 – 57 New York: McGraw Hill.

Likert, R. (1967). The human organization. Chapters 2 & 3. New York: McGraw Hill.

Trist, E. L. (1981). The sociotechnical perspective. In A. H. Van de Ven, & W. F. Joyce (Eds.), Perspectives on organization design and behavior (pp. 19–75). New York: Wiley.

For Class Discussion: 1) To what extent do you see Theory X as a fair comparison with Theory Y principles?

2) How are the four systems of Likert consistent with or aligned with the perspective from McGregor?

3) How does the sociotechnical perspective build upon the strengths of the mechanistic and organism models for understanding organizations and enhancing effectiveness?

2/02 Learning and Self Organization: Organizations as Brains

Morgan Chapter 4

Assignment 3: Describe the metaphor in terms of 1) organizational goals; (2) the way to structure work; (3) the role of management; (4) the assumptions about employees; and (5) the role of the outside environment and organizational effectiveness

2/04 Workplace Trends

Ellinger, A., Ellinger, A., Yang, B. & Howton, S. (2001). The relationship between the learning organizations concept and firms’ financial performance. Human Resource Development Quarterly, 13, 5-21

Bennis, W.G. (l966). Organizational developments and the fate of bureaucracy*. Sloan Management Review, 7*, 41 - 55.

Bernstein, E., Bunch, J., Canner, N., & Less, M. (2016). Beyond the holacracy hype. Harvard Business Review

Hamel, G. & Zanini, M. (2018). The end of bureaucracy. Harvard Business Review

For Class Discussion: 1) How do the dimensions of a learning organization compare to the discussion of the learning metaphor? What is missing?

Assignment 4: Bennis in 1966 wrote a paper called “The coming death of bureaucracy” He predicted that in the next 25 to 50 years there will be an end to bureaucracy “as we know it” and the rise of new social systems to better suit the demands of industrialization. For your paper, discuss one issue that you agree with relevant to the Bennis article (and your rationale) and one issue that you disagree with relevant to this article. Bring in relevant material from the other reading assignments if appropriate. Again, the paper should be no more than 2 to 3 pages double-spaced typed. Papers are due at the beginning of class

2/09 Creating Social Realities: Organizations as Cultures

Morgan Chapter 5

Schein, E. H. (1990). Organizational culture. *American Psychologist, 45*, 109-119.

Tucker, M. (2020). Discussion of football culture

For Class Discussion: 1) What are the key concepts and theoretical perspectives embedded in the culture metaphor?

2) How is Schein’s concept of organizational culture similar or different from the perspective from Morgan?

3) How is Mel Tucker’s discussion of culture consistent with Schein and/or Morgan?

4) How is the discussion of culture consistent or inconsistent with the notion that the “people make the place”?

2/11 Workplace Culture and Climate

Zohar, D. & Hofmann, D.A. (2012). Organizational culture and climate. In S.W. J. Kozlowski (Ed.). The Oxford Handbook of Organizational Psychology.

Rentch, J.R. (1990). Climate and culture: Interaction and qualitative differences in organizational meanings. *Journal of Applied Psychology, 75*, 668-681.

Hofmann, D.A. & Stetzer, A. (1996). A cross-level investigation of factors fluencing unsafe behaviors and accidents. *Personnel Psychology, 49*, 307-339.

For Class Discussion: 1) If you were to try to design a positive work climate, what five factors would you want to control?

2) How does each factor influence climate?

Assignment 5: Discuss two differences between climate and culture as well as a similarity between the two concepts. Then discuss where does climate originate—is it a property of the setting, the person, both? Explain your rationale.

2/16 Interests, Conflict, and Power: Organizations as Political Systems

Morgan Chapter 6

For Class Discussion: 1) What are the key concepts and theoretical perspectives embedded in the organizations as power metaphor?

2) What are implications of this metaphor for our previous discussions of bureaucracy and threats to bureaucracy?

2/18 Leadership

Yukl, G. (2012), Effective leadership behavior: What we know and what questions need more attention. Academy of Management Perspectives.

Mayer, D., Nishii, L., Schneider, B., & Goldstein, H. (2007). The precursors and products of justice climates: Group leader antecedents and employee attitudinal consequences. *Personnel Psychology, 60,* 929-963.

Johnson, R. E., Venus, M., Lanaj, K., Mao, C., & Chang, C.-H. (2012). Leader identity as an antecedent of the frequency and consistency of transformational, consideration, and abusive leadership behaviors. *Journal of Applied Psychology, 97,* 1262-1272.

For Class Discussion: 1) What are implications of leader behaviors (Yukl) to the metaphor of organizations as political systems?

2). How is the description of abusive leadership behaviors similar and different from the notions of conflict, interest and power in organizations? As noted by Johnson et al “abusive behaviors were most frequent when a strong individual identity was paired with a weak collective identity”. Explain what is meant by the strength of a collective identity and the conceptual argument of how a strong collective identity can affect the frequency of abusive leadership behaviors?

3) How is the notion of justice climates consistent with our previous discussion of climate? Can there be a justice culture? Explain

2/23 Exploring Plato’s Cave: Organizations as Psychic Prisons

Morgan Chapter 7

For Class Discussion: 1) What are the key concepts and theoretical perspectives embedded in the organizations as a psychic prison metaphor?

2) What is new here from what we have covered in the class so far?

3) What are implications of this metaphor for improving individual and organizational effectiveness

2/25 Employee Well Being

Aquino, K., & Thau, S. (2009). Workplace victimization: Aggression from the target’s perspective. *Annual Review of Psychology, 60,* 717-741.

Liu, S., Wang, M., Zhan, Y., & Shi, J. (2009). Daily work stress and alcohol use: Testing the cross-level moderation effects of neuroticism and job involvement. *Personnel Psychology, 62,* 575-597.

Dai, H., Milkman, K. L., Hofmann, D. A., & Staats, B. R. (2015). The impact of time at work and time off from work on rule compliance: The case of hand hygiene in health care. *Journal of Applied Psychology, 100,* 846-862.

For Class Discussion: 1) What are implications of the concept of victimization for the metaphor of Psychic Prison

2) Explain what is meant by a cross-level moderation effect. How does this paper add to your understanding of the psychic prison metaphor

3) What are the criterion constructs for each of the studies and what evidence is there of the reliability and validity of their measurement. What additional measures would be useful to advance the studies in this domain

3/02 No Class

3/04 Spring Break

3/09 Unfolding Logics of Change: Organization as Flux and Transformation

Morgan Chapter 8

For Class Discussion: 1) What are the similarities and differences between the change metaphor and the learning (organizations as brains) metaphor?

Assignment 6: Describe the metaphor in terms of 1) organizational goals; (2) the way to structure work; (3) the role of management; (4) the assumptions about employees; and (5) the role of the outside environment and organizational effectiveness

3/11 Organizational Change

Ford, J.K. and Foster-Fishman, P. (2012). Organizational development and change: Linking research from the profit, nonprofit, and public sectors. In S. Kozlowski (Ed.), *The Oxford Handbook of Organizational Psychology*.

Ford, J.K. (2007). Building Capability throughout a Change Effort: Leading the Transformation of a Police Agency to Community Policing. American Journal of Community Psychology.

For Class Discussion: 1) Define what is meant by “change”

2) what are different ways of conceptualizing our understanding of the change concept

3) What is meant by systems thinking and how did the study with the police agency address systems and change issues

3/16 The Ugly Face: Organizations as Instruments of Domination

Morgan Chapter 9

Adler, P.S. & Borys, B. (1996). Two types of bureaucracy: Enabling and Coercive. Administrative Science Quarterly

For Class Discussion: 1) What are implications of the paper by Adler for adding to the perspective of Morgan?

2) What are implications of the Adler paper for the paper you wrote about Bennis’s prediction for Assignment 4?

3/18 Workplace Fairness and Justice

Brosnan, S. F., & de Waal, F. B. M. (2003). Monkeys reject unequal pay. *Nature, 425,* 297-299.

Loi, R., Yang, J., & Diefendorff, J. M. (2009). Four-factor justice and daily job satisfaction: A multilevel investigation. *Journal of Applied Psychology, 94,* 770-781.

Johnson, R. E., & Lord, R. G. (2010). Implicit effects of justice on self-identity. *Journal of Applied Psychology, 95,* 681-695.

Cropanzano, R., Bowen, D. E., & Gilliland, S. W. (2007). The management of organizational justice. *Academy of Management Perspectives, 21,* 34-48.

For Class Discussion: 1) What the “levels” in the multilevel investigation by Loi and Diefendorff? How does looking at multilevel issues contribute to the literature

2) How are the three readings looking at the construct of justice the same way and in what ways are they looking at justice in different ways?

3) How are the issues on the management of organizational justice relevant to our discussion of the domination metaphor

3/23 Issue of Diversity (Dr. Ann Marie Ryan)

Leslie, L. M. (2019). Diversity initiative effectiveness: A typological theory of unintended consequences.*The Academy of Management Review, 44*(3), 538-563. doi:http://dx.doi.org.proxy2.cl.msu.edu/10.5465/amr.2017.0087

Roberson, Q., Ryan, A. M., & Ragins, B. R. (2017). The evolution and future of diversity at work.*Journal of Applied Psychology, 102*(3), 483-499. doi:http://dx.doi.org.proxy2.cl.msu.edu/10.1037/apl0000161

Bezrukova, K., Spell, C. S., Perry, J. L., & Jehn, K. A. (2016). A meta-analytical integration of over 40 years of research on diversity training evaluation.*Psychological Bulletin, 142*(11), 1227-1274. doi:http://dx.doi.org.proxy2.cl.msu.edu/10.1037/bul0000067

3/25 Multiculturalism (Dr. Fred Leong)

Chandra, S., & Leong, F. (2016). A diversified portfolio model of adaptability. American Psychologist.

Henrich, J., Heine, S., & Norenzayan, A. (2010). The weirdest people in the world? Behavioral and Brain Sciences, 33, 61-135.

3/30 The Challenge of Metaphor

Morgan Chapters 10 and 11

Borman and Deal Case Study: Bringing it all Together

For Class Discussion: 1) What would most likely need to be the focus of any change effort (Borman and Deal case) to improve the situation in the case?

2) Choose an issue from Ford & Foster-Fishman paper on change that is relevant to understanding issues that must be faced around change in this organization

Assignment 7: Borman and Deal Case: What metaphor make the most sense to understand what is happening in this case and why? What other metaphor(s) could be applied to this case to help see potential for change and improvement? Explain using concepts from the metaphors in the class.

4/01 Job Crafting

Robinson, G. E. (1992). Regulation of division of labor in insect societies. *Annual Review of Entomology, 37*, 637-665.

Lazazzara, A. Tims, M., & Gennaro, D. (2020). The process of reinventing a job: A meta-analysis of qualitative job crafting research. Journal of Vocational Behavior.

Zhang, F. , & Parker, S.K. (2018). Reorienting job crafting research: A hierarchical structure of job crafting concepts and integrative review. The JOB Annual.

For Class Discussion: 1) What are implications or the regulation of division of labor in insect societies to our discussions around division of labor and organizational structure?

2) To what extent is job crafting (and what types of job crafting would be sanctioned) possible under different types of organizational structures (e.g., mechanistic, organic, brain metaphors)?

3) Meta-analyses give us an idea of what we now know in an area. What is clear from the paper by Lazazzara et al that we can go to the bank with and what is still unclear?

4/06 Postscript and Evaluation of Metaphors

Morgan, chapter 12

Morgan, G. (2011). Reflections on Images of Organization and Its Implications for Organization and Environment. Organization & Environment, 24, 459-478.

Oswick, C., Keenoy, T., & Grant, D. (2002). Metaphor and analogical reasoning in organizational theory: Beyond orthodoxy. *Academy of Management Review*, *27*, 294-303.

04/08 Alternative Work Arrangements

Spreitzer, GM, Cameron, L & Garrett, L (2017). Alternative work arrangements: Two Images of the New World of Work. *Annual Review of Organizational Psychology and Organizational Behavior, 473-499.*

George, E. & Chattopadhyay, P (2017). *Understanding nonstandard work arrangements: using research to inform practice.* SHRM-SIOP Science of HR Series.

For Class Discussion: Before class, review one or more of the online platforms that connect workers to work from the list below. Take time to scroll through different screens, to click on some of the jobs listed as well as to click on some of the profiles of people seeking work., and also look at different types of work rather than just one type of job or industry. Describe the platform and what are the key components of that platform. What are your thoughts about the platform in terms of what the platform offers for workers? What might be some downsides to the platform from the perspective of the employer?

[www.upwork.com](http://www.upwork.com)

[www.guru.com](http://www.guru.com)

[www.weworkremotely.com](http://www.weworkremotely.com)

[www.skipthedrive.com](http://www.skipthedrive.com)

[www.taskrabbit.com](http://www.taskrabbit.com)

[www.wonolo.com](http://www.wonolo.com)

Assignment 8: -Spretizer et al discuss alternative work arrangements (AWAs) as based on increased flexibility in the employment relationship, scheduling of work, and where work is accomplished. What are the implications for the structure of work that we have discussed in terms of metaphors and division of labor? In thinking about your own future career, where on a “continuum” from low to high flexibility in relationship, schedule, and location of work do you think your future career will lie, and what advantages and challenges does that present for you?

04/13 The Future of Work

Cascio, W.F. & Montealegre, R. (2016). How technology is changing work and organizations. *Annual Review of Organizational Psychology and Organizational Behavior,*

Grant, A. M. & Parker, S. K. (2009). Redesigning work design theories: The rise of relations and proactive perspectives. Academy of Management, Annals, 3, 317-375.

Seyulkh (2018): Talk: Robots in Workplace

SIOP (December 2020). The future of work: How jobs will change in the coming decade.

For Class Discussion: Look up information on robotics or artificial intelligence: report on what you found about how advances will be affecting the world of work

4/15 Exam Part I: Content

04/20 Exam Part II and Class Reflection