

# Introduction to Industrial and Organizational Psychology

## PSYC 603

### Fall 2019

### Syllabus

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**Professor:** James A. Grand  
**Course Time:** Thursday 2:00 – 4:30pm  
**Location:** 0108 Hornbake  
**Office:** 3147A Biology-Psychology  
**Office Hours:** By appointment  
**Contact:** e-mail: xxxxxx  
phone: xxxxxx

## Course Description

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Industrial and organizational (IO) psychology is the scientific study and application of psychological principles, theory, and research in the workplace. This is designed to be an advanced survey of the field and will cover a wide range of topics from both the “I” (e.g., selection, training, performance) and “O” (e.g., motivation, leadership, teams) sides of the discipline. Through reading, discussion, and critical evaluation, you will participate in developing an integrative view of IO psychology as a science, profession, and scholarly endeavor.

The course is designed as a seminar; a guided self-learning experience. I have provided a structured set of topics and associated readings. My role will be to facilitate the learning process by serving as a resource and guide. Your task is to critically evaluate the readings and be prepared to actively discuss and share your thoughts, questions, and reactions during our meetings. Ultimately, my hope is for you to begin the process of learning to make sense of human and organizational behavior from the perspective of an IO psychologist.

## Course Objectives

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*The overarching goal for this course is to develop your own coherent understanding of key topics, theoretical foundations, and important research issues in IO psychology.*

By the end of this course, you should be able to:

1. Explain and critically evaluate major concepts and theories across a broad array of topics in the field of IO psychology
2. Constructively critique, integrate, and apply scholarly research to identify and address questions of interest for yourself and other researchers/practitioners in the field
3. Apply principles of IO psychology to understand affect, behavior, and cognition at work
4. Effectively communicate—both orally and in writing—well-reasoned and evidence-based conclusions on the state of research/practice and emerging directions within a specific topic area of IO psychology

## Course Management

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I will use Canvas ([www.elms.umd.edu](http://www.elms.umd.edu)) to post all the materials and grades for the course. Unless otherwise instructed, you will upload all documents that you are required to turn into me (assignments, final paper, final exam) using Canvas as well. If you have any troubles accessing this space, please let me know ASAP.

## Evaluation and Course Requirements

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1. *Participation (20%)*

Active participation is a key component of the learning experience in this course—you need to acquire content, make sense of it, and then be prepared to engage in and contribute to the sensemaking of all members in the course. Students are expected to attend every class meeting, read all assigned materials prior to class, and actively discuss and critically decompose the focal topic. We will focus our discussions on identifying the critical concepts and themes from each week and the utility of this content for IO researchers and practitioners. It is not important every comment you make be a deep insight or ground-breaking revelation; what is important is that you attempt to make consistent contributions to our collective learning. This evaluation criterion reflects your engagement in active, high-quality participation and critical evaluation of primary topics in the class.

2. *Assignments (20%)*

Each week you will be assigned a question designed to prompt reflection about the topic area. Unless instructed otherwise, **each assignment should be approximately 1-2 pages in length and is due before the beginning of the assigned class.** You will upload completed assignments to the designated location on the Canvas page for our course; please also bring a copy of the assignment to class as we will use these materials to stimulate discussion during our meetings. This evaluation criterion reflects your ability to integrate the knowledge you are learning to construct well-reasoned and informed evaluations of primary topics in the class.

3. *Review Paper (30%)*

The written product for this course will be a review paper. The structure and requirements for the paper are described in greater detail on the next page. The purpose of the assignment is to give you an opportunity to identify and focus on a specific topic of interest to you, thoroughly study its conceptual development and evolution over time, and evaluate its current state in the literature. This evaluation criterion reflects your efforts to develop independence as a contributor to and consumer of IO psychology research and practice, as well as to form and articulate your understanding of a primary topic in the field.

4. *Presentation (10%)*

In Weeks 14 and 15 of the course, students will present their review paper to the class. This exercise provides an opportunity for you to educate us on the specific area of expertise you have developed and to receive/provide constructive feedback. Unless otherwise instructed, plan on preparing a brief presentation (20 minutes) followed by a 10-minute question and answer period. I recommend that you structure your presentation to spend most of your time on the **second focus** of your project (see description on next page). This evaluation criterion reflects the development of your presentation and communication skills—which are central to your growth as an effective professional.

5. *Final Exam (20%)*

There will be one exam for the class held during the final exam period of the fall semester (specific dates TBD). The exam will consist of short-answer and essay questions and will be administered as a take-home exam. The exam is to be completed by each student individually, but you may use any notes and articles from class to answer the questions. This evaluation criterion reflects your capacity to synthesize the knowledge you have learned in the course to coherently and competently explain primary topics in the field.

## Review Paper

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The review paper should be organized around two primary foci that each receive equal weight in your final product (i.e., similar number of pages). The purpose of the **first focus** is to review key milestones in the thinking, theory, and research for a topic relevant to IO psychology. The paper should identify the earliest thinking about the topic and trace its evolution, reconceptualization, and advances up to approximately the last decade (late 20<sup>th</sup> century/early 21<sup>st</sup> century). This portion of the paper should focus on major developments; the point is to provide a description of how we arrived at the contemporary perspective for the topic – “**how we got here.**” At this point, the review should provide a more detailed analysis of current research and developments for the topic. The purpose here is to indicate the current state of the research area – “**where we are now.**”

The **second focus** is designed to be a critical evaluation of the topic, which leads to suggestions for improvement. For example:

- Has the research become static and routine, with little new progress, at a dead end – What new issues should be considered to revitalize it?
- Have investigators made implicit, untested assumptions that are open to challenge – How is “conventional wisdom” challenged if the assumptions are revised?
- Are there opposing points of view, or conflicting data – How can they be integrated or critically tested?
- Is the theory interesting, but the research of low quality – How can it be improved?
- Is it a popular area of practice, but lacking any theoretical or research foundation – What theories, research, or interdisciplinary perspectives could be used?

The point is to critique the current status of the topic and to then provide assertive suggestions for what ought to be done to improve theory, research, and practice – “**where we ought to be going.**” Such suggestions need to be guided by theory, research methodology, logic, and critical analysis; not simply opinion or assertion. This is the essence of professional scholarship. *This is a very important and creative aspect of the paper and one which is easy to devote too little time and attention. However, it is central to my evaluation of the paper.*

Papers should be in the neighborhood of 20-30 pages of text (not including references) and should conform to APA guidelines for formatting and construction.

The topic for your paper should be selected as soon as possible, and I highly recommend you consult with me as needed. You are free to select any topic that is relevant to IO psychology *so long as it is not something we are already covering in the course.* However, you may select a more specific content domain within a particular topic that we cover if you wish (e.g., transformational leadership, team cohesion, adverse impact, etc.).

From today, you have 12 weeks to complete the paper. Major deadlines related to the project are listed below; adhering to these should help keep you on track. I am available for consultation throughout the semester, but I *strongly* urge you to take advantage of my advice EARLY in the process, especially if you would like guidance on topic selection.

- **Week 5 (9/26):** One page write-up describing your topic due and turned into Canvas **by the beginning of class (2:00pm)**. This should give a brief synopsis of the topic and its relevance to IO psychology. Provide enough info to give me a sense that you have thought about your topic and have a good idea how to proceed.
- **Week 14 (11/26):** Final papers due and turned into Canvas **by Tuesday, November 26 at 5:00pm**. Late papers will have 5% deducted from the final grade for each day late.
- **Weeks 13 & 15 (11/21 & 12/5):** Final presentations for review paper. Students will sign up for presentation slots during Week 4 of the semester.

## Reading Assignments

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The journal articles and book chapters listed at the end of this syllabus form the basis for our discussion each class period. You are expected to read all materials in advance so you have time to digest the week's readings and reflect on that week's assignment. As an introductory course, we cover a lot of material; as a developing learner in this field, there is simply a lot of basic content to read and make sense of. I don't expect you to memorize every word of the readings or be able to recall a list of seminal citations on each topic; however, you are expected to acquire the foundational information from each reading and develop strategies for retaining this information for discussion in class and beyond. For example:

- For a review reading, you should (1) have a clear understanding of the review structure, (2) be able to describe and discuss specific topics covered in the review, and (3) identify relevant theory and research issues.
- For a theoretical reading, you should know (1) the premise (background, assumptions, gap in the literature), (2) the proposed theoretical model and mechanisms, and (3) the research directions the theory prompts.
- For research papers, you should know (1) the key contribution, (2) the theoretical framework being examined (model, hypotheses, etc.), (3) the methodology employed, (4) key findings, and (5) future directions inspired by the research.

I **strongly recommend** that you take notes on key points from the readings to help facilitate your understanding. Many of the papers we will read are "classic" pieces in the field and ones that you will likely read and/or wish to refer to again and again throughout your career.

If you have not taken an undergraduate course in IO psychology or a related field, I recommend using a basic text to get a concise and reasonably coherent overview of key topic areas prior to tackling readings for our more focused and in-depth discussion. I have listed two recommended texts on the topic, but feel free to consult with me about different texts if you need the background.

- Jex, S. (2014). *Organizational psychology: A scientist-practitioner approach*. Wiley: New York.
- Levy, P.E. (2017). *Industrial organizational psychology: Understanding the workplace* (5<sup>th</sup> ed.). New York, NY: Worth Publishers.
- Landy, F.J., & Conte, J.M. (2013). *Work in the 21<sup>st</sup> century: An introduction to industrial and organizational psychology* (4<sup>th</sup> ed.). Boston, MA: McGraw-Hill.

## Course Rules and Policies

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### Class Attendance and Make-up Policy:

Documented attendance records will not be taken for this course; however, all students are expected to attend every class session and failure to attend to class will influence your participation grade.

Policies for missing or late assessments in this class are as follows:

1. *Assignments*—Students will not be allowed to make-up missed or late assignments UNLESS prior permission has been obtained. Permission may only be granted for those who contact the instructor PRIOR to the scheduled date.
2. *Review Paper*—The review paper is considered a "major scheduled grading event" as defined by the University of Maryland. In this case, you may turn in the paper late, but 5% will be deducted from the final grade for each day late UNLESS arrangements have been made PRIOR to the scheduled due date.
3. *Presentation*—Students will not be allowed to make-up a missed presentation. If extenuating circumstances prevent a student from presenting on the selected date, they must contact the instructor IMMEDIATELY to make alternative arrangements.
4. *Final Exam*—The final exam is considered a "major scheduled grading event" as defined by the University of Maryland. In this case, extensions or make-up exams will only be permitted if the student provides documentation of a university approved excuse for absences or an arrangement has been made with the instructor PRIOR to the scheduled due date.

### Academic Honesty:

Unless authorized by me, all assessments (including assignments, the final exam, review paper, and presentation) must represent each student's own knowledge and ideas in his/her own words. Students who violate the University of Maryland's rules and policies may receive a penalty to their grade, including but not limited to a failing grade on the assignment or in the course.

## Overview of Topics (Subject to change)

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Week	Date	Schedule & Topic
1.	8/29	Introduction & Course Overview
2.	9/5	What is IO Psychology and Where is it Headed?
3.	9/12	Building Theory, Generating Research, and Applying to Practice
4.	9/19	Nature of Work Performance
5.	9/26	Aligning Person & Job: Individual Differences, Selection, and Validity <b>Paper Topic and one-page project description due</b>
6.	10/3	Maintaining Person & Job: Learning, Training, and Development
7.	10/10	Work Motivation
8.	10/17	Job Attitudes, Affect, and Justice
9.	10/24	Leadership
10.	10/31	Work Groups and Teams
11.	11/7	Organizational Climate, Culture, and Socialization
12.	11/14	Differences Within and Across Organizations: Diversity and Globalization
13.	11/21	Project Presentations _____ _____
14.	11/28	NO CLASS – Have a Happy Thanksgiving! <b>Review paper due (11/26)</b>
15.	12/5	Project Presentations _____ _____
		<b>Course Evaluation &amp; Wrap-up</b>
16.	12/9	<b>Final take-home exam (TBD)</b>

## Reading List & Assignments

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### 1. Introduction & Course Overview

No Readings

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### 2. What is IO Psychology and Where is it Headed?

Perrow, C. (1973). The short and glorious history of organizational theory. *Organizational Dynamics*, 2, 4-17.

Cascio, W.F. (1995). Whither industrial and organizational psychology in a changing world of work? *American Psychologist*, 50, 928-939.

Kozlowski, S.W.J. (2012). The nature of organizational psychology. In S.W.J. Kozlowski (Ed.), *The Oxford handbook of organizational psychology* (Vol. 1, pp. 3-21). New York: Oxford University Press. [Focus on front end of this chapter; you don't have to go through the overview of the book.]

Salas, E., Kozlowski, S.W.J., & Chen, G. (2017). A century of progress in industrial and organizational psychology: Discoveries and the next century. *Journal of Applied Psychology*, 102, 589-598.

Cascio, W. F., & Aguinis, H. (2008). Research in industrial and organizational psychology from 1963 to 2007: Changes, choices, and trends. *Journal of Applied Psychology*, 93, 1062-1081.

Ryan, A.M. & Ford, J.K. (2010). Organizational psychology and the tipping point of professional identity. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 3, 241-258.

*Assignment: How would YOU answer the question of "What is IO psychology?" Based on the readings, what do you see as the most critical challenges, questions, or issues faced by professionals and researchers in this field? In what ways have these foci changed from the past to the present, and now moving into the future?*

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### 3. Building Theory, Generating Research, and Applying to Practice

Kozlowski, S.W.J., & Klein, K.J. (2000). A multilevel approach to theory and research in organizations: Contextual, temporal, and emergent processes. In K.J. Klein & S.W.J. Kozlowski (Eds.), *Multilevel theory, research, and methods in organizations: Foundations, extensions, and new directions* (pp. 3-90). San Francisco, CA: Jossey-Bass.

Lundberg, C.C. (1999). Finding research agendas: Getting started Weick-like. *The Industrial-Organizational Psychologist*, 37, 32-39.

Colquitt, J.A., & George, G. (2011). Publishing in AMJ—Part 1: Topic choice. *Academy of Management Journal*, 54, 432-435.

Bono, J.E., & McNamara, G. (2011). Publishing in AMJ—Part 2: Research design. *Academy of Management Journal*, 54, 657-660.

Grant, A.M., & Pollock, T.G. (2011). Publishing in AMJ—Part 3: Setting the hook. *Academy of Management Journal*, 54, 873-879.

Sparrowe, R.T., & Mayer, K.J. (2011). Publishing in AMJ—Part 4: Grounding hypotheses. *Academy*

of *Management Journal*, 54, 1098-1102.

Chen, G. (2015). Editorial. *Journal of Applied Psychology*, 100, 1-4.

Rousseau, D.M. (2006). Is there such a thing as “evidence-based management”? *Academy of Management Review*, 31, 256-269.

Rynes, S.L. (2007). Let’s create a tipping point: What academics and practitioners can do, alone and together. *Academy of Management Journal*, 50, 1046-1054.

*Assignment: Come up with one research idea and develop at least two related hypotheses. Think about the advice given by the AMJ editors and critically evaluate your research idea and hypotheses (What is the hook? Are your hypotheses grounded? What’s new? Where is the contribution?) Finally, think about the “bigger picture” points raised by Rousseau and Rynes. How does your research connect to a “real-world” problem and what might you do to increase the likelihood of your research idea informing practice?*

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#### 4. **Nature of Work Performance**

Campbell, J.P., McCloy, R.A., Oppler, S.H., & Sager, C.E. (1993). A theory of performance. In N. Schmitt & W. Borman (Eds.), *Personnel selection in organizations* (pp. 35-70). San Francisco, CA: Jossey-Bass.

Borman, W.C., & Motowidlo, S.J. (1993). Expanding the criterion domain to include elements of contextual performance. In N. Schmitt & W. Borman (Eds.), *Personnel selection in organizations* (pp. 71-98). San Francisco, CA: Jossey-Bass.

Robinson, S.L., & Bennett, R.J. (1995). A typology of deviant workplace behaviors: A multidimensional scaling study. *Academy of Management Journal*, 38, 555-572.

Rotundo, M., & Sackett, P. R. (2002). The relative importance of task, citizenship, and counterproductive performance to global ratings of job performance: A policy-capturing approach. *Journal of Applied Psychology*, 87, 66-80.

Sonnentag, S., & Frese, M. (2012). Dynamic performance. In S.W.J. Kozlowski (Ed.), *The Oxford handbook of organizational psychology* (Vol. 1, pp. 548-575). New York: Oxford University Press.

*Assignment: How would you define job performance? I’m interested in your view on the nature of performance as a phenomena—a process—not necessarily as an “outcome” or list of dimensions. What are some key factors that we should take into consideration when attempting to measure or capture the performance of employees?*

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#### 5. **Aligning Person & Job: Individual Differences, Selection, and Validity**

Sackett, P.J., Putka, D.J., & McCloy, R.A. (2012). The concept of validity and the process of validation. In N. Schmitt (Ed.), *The Oxford handbook of personnel assessment and selection* (pp. 91-118). New York: Oxford University Press.

Sackett, P.R., Lievens, F., Van Iddekinge, C.H., & Kuncel, N.R. (2017). Individual differences and their measurement: A review of 100 years of research. *Journal of Applied Psychology*, 102, 254-273.

Ryan, A.M., & Sackett, P.J. (2012). Individual differences: Challenging our assumptions. In S.W.J. Kozlowski (Ed.), *The Oxford handbook of organizational psychology* (Vol. 1, pp. 143-158).

New York: Oxford University Press.

Ployhart, R.E. (2012). Personnel selection: Ensuring sustainable organizational effectiveness through the acquisition of human capital. In S.W.J. Kozlowski (Ed.), *The Oxford handbook of organizational psychology* (Vol. 1, pp. 221-246). New York: Oxford University Press.

Ployhart, R. E., Schmitt, N., & Tippins, N. T. (2017). Solving the Supreme Problem: 100 years of selection and recruitment. *Journal of Applied Psychology*, 102, 291-304

Schmitt, N., Rogers, W. Chan, D., Sheppard, L., & Jennings, D. (1997). Adverse impact and predictive efficiency of various predictor combinations. *Journal of Applied Psychology*, 82, 719-730.

Hausknecht, J.P., Day, D., Thomas, S.C. (2004). Applicant reactions to selection procedures: An updated model and meta-analysis. *Personnel Psychology*, 57, 639-683.

*Assignment: What do you see as the three most significant challenges for personnel selection and staffing over the next decade? (You may find it useful to think back to the definition of job performance that you generated last week and the recurring themes we have seen in the readings thus far on "the changing nature of work.") Why are these challenges and what should research and/or practice focus on to help resolve these challenges?*

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## 6. **Maintaining Person & Job: Learning, Training, and Development**

Salas, E., Weaver, S.J., & Shuffler, M.L. (2012). Learning, training, and development in organizations. In S.W.J. Kozlowski (Ed.), *The Oxford handbook of organizational psychology* (Vol. 1, pp. 330-372). New York: Oxford University Press.

Bell, B.S., Tannenbaum, S.I., Ford, J.K., Noe, R.A., & Kraiger, K. (2017). 100 years of training and development research: What we know and where we should go. *Journal of Applied Psychology*, 102, 305-323.

Bell, B.S., & Kozlowski, S.W.J. (2008). Active learning: Effects of core training design elements on self-regulatory processes, learning, and adaptability. *Journal of Applied Psychology*, 93, 296-316.

DeNisi, A. S., & Murphy, K. R. (2017). Performance appraisal and performance management: 100 years of progress? *Journal of Applied Psychology*, 102, 421-433.

Kluger, A.N., & DeNisi, A. (1996). The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. *Psychological Bulletin*, 119, 254-284.

Eby, L.T. (2012). Workplace mentoring: Past, present, and future perspectives. In S.W.J. Kozlowski (Ed.), *The Oxford handbook of organizational psychology* (Vol. 1, pp. 615-642). New York: Oxford University Press.

Higgins, M.C., & Kram, K.E. (2001). Reconceptualizing mentoring at work: A developmental network perspective. *Academy of Management Review*, 26, 264-288.

*Assignment: What are some general themes across the literature concerning training, mentoring, and performance management? How do/can these areas inform each other?*

## 7. Work Motivation

Kanfer, R. (2012). Work motivation: Theory, practice, and future directions. In S.W.J. Kozlowski (Ed.), *The Oxford handbook of organizational psychology* (Vol. 1, pp. 455-495). New York: Oxford University Press.

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

Hackman, J.R., & Oldham, G.R. (1975). Development of the job diagnostic survey. *Journal of Applied Psychology, 60*, 159-170.

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

Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior, 26*, 331-362.

Neal, A., Ballard, T., & Vancouver, J.B. (2017). Dynamic self-regulation and multiple-goal pursuit. *Annual Review of Organizational Psychology and Organizational Behavior, 23*, 401-423.

*Assignment: How would you define work motivation? Select an individual-level outcome of interest in IO psychology (e.g., task performance, turnover, OCBs, counterproductive work behavior, etc.). Then select one motivation theory to explain the psychological processes that yield that behavioral outcome.*

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## 8. Job Attitudes, Affect, and Justice

Judge, T.A., Hulin, C.L., & Dalal, R.S. (2012). Job satisfaction and job affect. In S.W.J. Kozlowski (Ed.), *The Oxford handbook of organizational psychology* (Vol. 1, pp. 496-525). New York: Oxford University Press.

Judge, T.A., Weiss, H.M., Kammeyer-Mueller, J.D., & Hulin, C.L. (2017). Job attitudes, job satisfaction, and job affect: A century of continuity and of change. *Journal of Applied Psychology, 102*, 356-374.

Klein, H.J., Molloy, J.C., & Brinsfield, C.B. (2012). Reconceptualizing workplace commitment to redress a stretched construct: Revisiting assumptions and removing confounds. *Academy of Management Review, 37*, 130-151.

Weiss, H.M., & Cropanzano, R. (1996). Affective events theory: A theoretical discussion of the structure, causes and consequences of affective experiences at work. In B.M. Staw and L.L. Cummings (Eds.) *Research in Organizational Behavior* (Vol 18, pp. 1-74), San Francisco: JAI Press.

Gabriel, A.S., & Diefendorff, J.M. (2015). Emotional labor dynamics: A momentary approach. *Academy of Management Journal, 58*, 1804-1825.

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

Jones, D.A., & Skarlicki, D.P. (2005). The effects of overhearing peers discuss an authority's fairness reputation on reactions to subsequent treatment. *Journal of Applied Psychology, 90*,

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*Assignment: Research on satisfaction, commitment, and justice in organizations has largely developed independently of one another. Describe how you see these concepts as similar to one another and what you think makes these concepts distinct. Lastly, how might researchers adopt a more integrative approach to studying job attitudes?*

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9. **Leadership**

Day, D.V. (2012). Leadership. In S.W.J. Kozlowski (Ed.), *The Oxford handbook of organizational psychology* (Vol. 1, pp. 696-729). New York: Oxford University Press.

Lord, R. G., Day, D. V., Zaccaro, S. J., Avolio, B. J., & Eagly, A. H. (2017). Leadership in applied psychology: three waves of theory and research. *Journal of Applied Psychology, 102*, 434-451.

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.

Graen, G.B., & Uhl-Bien, M. (1995). Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multilevel multi-domain perspective. *Leadership Quarterly, 6*, 219-247.

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.

Epitropaki, O., & Martin, R. (2005). From ideal to real: A longitudinal study of the role of implicit leadership theories on leader-member exchanges and employee outcomes. *Journal of Applied Psychology, 90*, 659-676.

Morgeson, F.P., DeRue, S., & Karam, E.P. (2010). Leadership in teams: A functional approach to understanding leadership structures and processes. *Journal of Management, 36*, 5-39.

*Assignment: Looking across the different perspectives provided by the readings, what do you see as the essential "characteristics" (i.e., factors, processes, behaviors, etc.) that define leadership? What do you think constitutes effective leadership?*

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10. **Work Groups and Teams**

Mathieu, J.E., Gallagher, P.T., Domingo, M.A., & Klock, E.A. (2019). Embracing complexity: Reviewing the past decade of team effectiveness research. *Annual Review of Organizational Psychology and Organizational Behavior, 6*, 17-46.

Mathieu, J. E., Hollenbeck, J. R., van Knippenberg, D., & Ilgen, D. R. (2017). A century of work teams in the Journal of Applied Psychology. *Journal of Applied Psychology, 102*, 452-467.

Marks, M.A., Mathieu, J.E., & Zaccaro, S.J. (2001). A temporally based theory and taxonomy of team processes. *Academy of Management Review, 26*, 356-376.

Humphrey, S.E., & Aime, F. (2014). Team microdynamics: Toward an organizing approach to teamwork. *The Academy of Management Annals, 8*, 443-503.

Kennedy, D.M., & McComb, S.A. (2014). When teams shift among processes: Insights from simulation and optimization. *Journal of Applied Psychology, 99*, 784-815.

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Mathieu, J.E., Kukenberger, M.R., D'Innocenzo, L., & Reily, G. (2015). Modeling reciprocal team cohesion-performance relationships, as impacted by shared leadership and members' competence. *Journal of Applied Psychology, 100*, 713-734.

Grand, J.A., Braun, M.T., Kuljanin, G., Kozlowski, S.W.J., & Chao, G.T. (2016). The dynamics of team cognition: A process-oriented theory of knowledge emergence in teams [Monograph]. *Journal of Applied Psychology, 101*, 1353-1385.

*Assignment: How would you define team effectiveness? Distill the readings to identify and justify three critical characteristics for creating and sustaining effective work teams.*

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#### 11. **Organizational Climate, Culture, and Socialization**

Zohar, D., & Hoffman, D.A. (2012). Organizational culture and climate. In S.W.J. Kozlowski (Ed.), *The Oxford handbook of organizational psychology* (Vol. 1, pp. 643-666). New York: Oxford University Press.

Schneider, B., & Reichers, A.E. (1983). On the etiology of climates. *Personnel Psychology, 36*, 19-39.

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

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

Chao, G.T. (2012). Organizational socialization: Background, basics, and a blueprint for adjustment at work. In S.W.J. Kozlowski (Ed.), *The Oxford handbook of organizational psychology* (Vol. 1, pp. 579-614). New York: Oxford University Press.

Bauer, T.N., & Green, S.G. (1998). Testing the combined effects of newcomer information seeking and manager behavior on socialization. *Journal of Applied Psychology, 83*, 72-83.

Boswell, W.R., Shipp, A.J., Payne, S.C., & Culbertson, S.S. (2009). Changes in newcomer job satisfaction over time: Examining the pattern of honeymoons and hangovers. *Journal of Applied Psychology, 94*, 844-858.

[Optional] Schneider, B., González-Romá, V., Ostroff, C., & West, M. A. (2017). Organizational climate and culture: Reflections on the history of the constructs in JAP. *Journal of Applied Psychology, 102*, 3, 468-482.

*Assignment: What is the difference between organizational climate and culture? In what ways does organizational socialization contribute to creating/sustaining climates in an organization? The organization's culture?*

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#### 12. **Differences Within and Across Organizations: Diversity and Globalization**

Roberson, Q.M. (2012). Managing diversity. In S.W.J. Kozlowski (Ed.), *The Oxford handbook of organizational psychology* (Vol. 2, pp. 1011-1033). New York: Oxford University Press.

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.

Lau, D.C., & Murnighan, J.K. (1998). Demographic diversity and faultlines: The compositional dynamics of organizational groups. *Academy of Management Review, 23*, 325-340.

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Gelfand, M.J., Erez, M., & Aycan, Z. (2007). Cross-cultural organizational behavior. *Annual Review of Psychology*, 58, 479-514.

Gelfand, M.J., Aycan, Z., Erez, M., & Leung, K. (2017). Cross-cultural industrial organizational psychology and organizational behavior: A hundred-year journey. *Journal of Applied Psychology*, 102, 514-529.

Gelfand, M.J., Leslie, L.M., & Fehr, R. (2008). To prosper, organizational psychology should...adopt a global perspective. *Journal of Organizational Behavior*, 29, 493-517.

*Assignment: Based on the readings provided, what is the value and what are the challenges with managing diversity in organizations? Identify three recommendations from the literature for capitalizing on the strengths of a diverse workforce and explain your rationale.*

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13. **Project Presentations**

_____	_____	_____	_____
_____	_____	_____	_____

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14. **NO CLASS**

Have a Happy Thanksgiving!

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15. **Project Presentations**

_____	_____	_____	_____
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16. **Final Exam**

Date of final exam: \_\_\_\_\_