MHR 8202.02: ADVANCED TOPICS IN ORGANIZATIONAL BEHAVIOR
The Ohio State University

Session 2, Spring 2018

Thursday – 11:15am to 2:15pm
700 Fisher Hall, Management Suite

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Course Description

The purpose of this course is to examine and understand theory and empirical research in the field of micro-organizational behavior and to increase our understanding of people's behavior in organizations. We will do this in two ways. We will first cover a blend of classic and contemporary literature so that we can appreciate the prevailing theories and findings in various areas of micro-organizational behavior. However, for each topic we will then try to go beyond the existing literature. We will work to increase our understanding by re-framing the research variables, altering the perspective, bringing in new theory, and comparing levels of analysis. The purpose of this course is not meant to be exhaustive. For a more complete understanding of the basics of organizational behavior it is suggested that students take the entire sequence of OB classes.

Course Objectives

- To gain exposure to a number of areas of organizational behavior, and to begin the process of becoming very familiar with the literature in these fields.

- To gain an intellectual understanding of some of the central concepts and debates in the field of organizational behavior.

- To begin to identify some areas that are particularly interesting to you and to start to think about how you might contribute to research in micro OB.

- To begin to develop your own point of view on the field.

Course Requirements and Grading

A. Class Contributions:	**35%**
B. Writing/Reviews:	**25%**
C. Research Paper:	**40%**

Any concerns about a grade should be brought to the attention of the professor within one week following receipt of a grade.

A. CLASS CONTRIBUTIONS

This is worth 35% of your grade, based on: (1) active engagement in classroom discussions, (2) acting as a session leader, and (3) providing a cutting-edge research briefing.

Your primary assignment in this course is to be **actively** engaged in class discussions and to immerse yourself into the field of organizational behavior. Thus, vigorous seminar participation, including presentations on topics and constructively critical contributions to the work of others in the seminar, will be a central requirement of the course. More specifically:

1. **<u>Active engagement in classroom discussion</u>**. Each student is required to complete and to be 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. *While there is a session leader, each student will be responsible for all readings.* As you review each reading you might want to consider the following issues:

- What is good about this paper?
- Some interesting thought, perspective about the paper.
- 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 could have been improved in the paper?
- Do you believe his or her 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? What would that study look like?

And, for empirical papers, you might also consider:

- How are the variables operationalized, and is this consistent with the theory?
- Are the data analyzed and interpreted effectively?

2. **<u>Session leader</u>**. Each student is required to act as the session leader during the class (to be determined over the first week of the class). The role of the session leader is to lead the class through questions and discussions. The role is *not* to summarize readings; rather, you should come to class prepared with discussion questions and observations that highlight the main issues, strengths, weaknesses, controversies, and gaps in the readings for that week. This role, obviously, requires an integrated and thorough understanding of the readings.

3. **<u>Cutting-edge research (or new theory) briefing</u>**. Each student is required to provide a cutting-edge research briefing (not to be done in the same week as when you are the session leader). This role requires you to go beyond the assigned readings to find the latest and most interesting directions of the topic area from the particular week. Your job will be to add one (or two) additional readings to the class that week and brief the rest of the class on what you see as the emerging directions and trends in the particular area we are covering that week. Such research may require searching the latest journals, the Academy of Management, American Psychological Association or American Sociological Association Meeting Proceedings, working paper series, and word-of-mouth to find the most current research. (Another option is to bring to our attention a theory from another discipline that you think adds richness to the topic at hand. Sociology, social psychology, other fields are all options and articles or book chapters that do a good job of bringing a novice to the theory up-to-speed are ideal).

B. WRITING/REVIEWS
Each week we will read, discuss, and review paper ideas from two individuals in our group. Each person will go 2 times. If you are the presenter/writer: your job is to provide us with your document one week prior to the class. (When you are a repeat presenter/writer, we will be looking for improvement.) If you are a reviewer: your job will be to provide a constructively critical review of your colleague's work. I

expect your review to be about 1-2 pages in length. Two objectives of this assignment are: (1) to hone your critical reviewing skills; (2) to get you in the practice of thinking and writing as though you are a reviewer of your own work. Bring 2 copies to class, one for the presenter/writer and the other for me.

C. RESEARCH PAPER.
Preparation of a 10-20 page double-spaced paper that adds new knowledge or brings a new perspective to old findings within the field is expected. The paper should review prior research on your topic or related literatures (if your topic is quite new), and then should pose a set of hypotheses that would be worth pursuing in future research. It is expected that you will do some additional readings outside of the formal class list for this paper. The paper also needs to have a "methods section" describing an empirical test of your hypotheses.   If you actually have data and analyses to include then do it. This paper is due on April 26th.

Additional Notes
OSU Disability Policy: The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Academic Misconduct: Honesty, original and independent work, and proper citations are expected. Specifically,I will expect all students in my class to abide by the code of academic integrity. The Ohio State University's Code of Student Conduct, Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct. The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's Code of Student Conduct may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For more information, please reference: http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement

COURSE TOPIC OUTLINE

1. Putting Your Heart Into It: Affect in Organizations
2. Who am I, Who are We: Social Identity & Social Categorization
3. Giving it our All: Extra-Role Behavior, Citizenship & Performance
4. To Fit or Not to Fit: Socialization & Dissent
5. Beyond 9 to 5: Work-Family, Boundary Management
6. Being Different: Diversity, Demography & Conflict
7. Breaking Points: Stress, Stressors & Well-Being

DATE	TOPIC	SESSION LEADER	CUTTING EDGE RESEARCH BRIEFING	WRITING 1*	WRITING 2*
1-Mar	Affect in organizations	SLW	SLW		
8-Mar	Social Identity and Social Categorization				
22-Mar	NO CLASS				
29-Mar	Extra-Role Behaviors & Performance				
5-Apr	Socialization & Dissent				
12-Apr	Work-Family, Boundary Mgmt				
19-Apr	Diversity & Demography				
26-Apr	Stress, Stressors & Well-Being **PAPER DUE**				

*NOTE: If you want us to read something, then make sure to provide it the prior week.

COURSE READINGS

Putting Your Heart Into It: Affect in Organizations
Required Readings:

Rafaeli, A. & Sutton, R. (1991). Emotional contrast strategies as means of social influence: Lessons from criminal interrogators and bill collectors. *Academy of Management Journal, 34*: 749-775.

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.

Forgas, J. P.; George, J. M. (2001). Affective influences on judgments and behavior in organizations: An information processing perspective. *Organizational Behavior and Human Decision Processes,* 86, 3-34.

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

Rothbard, N. & Wilk, S. (2011). Waking up on the right or wrong side of the bed: Start-of-workday mood, work events, employee affect, and performance. *Academy of Management Journal*, *54*, 959-980.

Scott, B. A., & Barnes, C. M. (2011). A multilevel field investigation of emotional labor, affect, work withdrawal, and gender. *Academy of Management Journal*, *54*(1), 116-136.

Other articles of interest (but not required):

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 & L. L. Cummings (Eds.), *Research in organizational behavior,* vol. 18: 1–74. Greenwich, CT: JAI.

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

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.

Russell, J. L., Weiss, A., & Mendelsohn, G. A. (1989). Affect grid: A Single-item scale of pleasure and arousal. *Journal of Personality and Social Psychology, 57*, 493-502.

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

Izard, C. E. (2009). Emotion theory and research: Highlights, unanswered questions, and emerging issues, *Annual Review of Psychology*, 60, 1-25.

Mayer, J. D., Roberts, R., and Barsade, S. (2008). Human abilities: Emotional intelligence, *Annual Review of Psychology*, 59, 507-536.

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

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.

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

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

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

Who am I, Who are We: Social Identity & Social Categorization
Required Readings:
Ashforth, B. and Mael, F. (1989). Social identity theory and the organization. *Academy of Management Review*, *14*, 20-39.

Kramer, R. (1991). Intergroup relations and organizational dilemmas: The role of categorization processes. In B. Staw and L. Cummings (Eds.), *Research in organizational behavior*, Vol. 13. Conn.: JAI Press.

Dutton, J., Dukerich, J. and Harquail, C. (1994). Organizational images and member identification. *Administrative Science Quarterly*, *39*, 239-263.

Ibarra, H. (1999). Provisional selves: Experimenting with image and identity in professional adaptation. *Administrative Science Quarterly*, *44*, 764-791.

Swann, W.B., Milton, L.P. & Pozler, J.T. (2000). Should we create a niche or fall in line? Identity negotiation and small group effectiveness. *Journal of Personality and Social Psychology, 79,* 238-250.

Kreiner, G., Ashforth, B., and Sluss, D. (2006). Identity dynamics in occupational dirty work: Integrating social identity and system justification perspectives, *Organizational Science*, 17, 619-636.

Other articles of interest (but not required):
Tajfel, H. and Turner, J.C. (1986). The social identity theory of intergroup behavior. In S. Worchell and W.G. Austin (Eds.). *Psychology of intergroup relations, 7(24)*, Chicago: Nelson-Hall.

Brickson, S. (2000). The impact of identity orientation on individual and organizational outcomes in demographically diverse settings. *Academy of Management Review, 25,* 82-101.

Dutton, J. E. & Dukerich, J. M. (1991). Keeping an eye on the mirror: Image and identity in organizational adaptation. *Academy of Management Journal, 34,* 517-554.

Gaertner, S., Dovidio, J., Nier, J., Ward, C., & Banker, B. (1999). Across cultural divides: The value of a superordinate identity. In D. Prentice & D. Miller (Eds.). *Cultural divides: Understanding and overcoming group conflict.* Russell Sage Foundation: New York.

Elsbach, K. and Kramer, R. (1996). Members' responses to organizational identity threats: Encountering and countering the Business Week ratings. *Administrative Science Quarterly, 41*, 442-476.

Major, B. and O'Brien, L. (2005). The social psychology of stigma, *Annual Review of Psychology, 56*, 393-421.

Rothbard, N. P. & Edwards, J.R. (2003). Investment in work and family roles: A test of identity and utilitarian motives. *Personnel Psychology, 56*, 699-730.

Giving it our All: Extra-role Behavior, Citizenship & Performance
Required Readings:
O'Reilly, C. & Chatman, J. (1986). Organizational Commitment & Psychological Attachment: The Effects of Compliance Identification, & Internalization on Prosocial Behavior. *Journal of Applied Psychology*, 3, 492-499.

Morrison, E. (1994). Role definitions and organizational citizenship behavior: The importance of the employee's perspective. *Academy of Management Journal, 37*, 1543-1567.

Allen, T., & Rush, M. (1998). The effects of organizational citizenship behavior on performance judgments: A field study and a lab experiment. *Journal of Applied Psychology*, 83, 247-260.

Robinson, S., & O'Leary-Kelly, A. (1998). Monkey see, monkey do: The influence of work groups on the antisocial behavior of employees. *Academy of Management Journal*, 41, 658-672.

Dalal, R. S. (2005). A meta-analysis of the relationship between organizational citizenship behavior and counterproductive work behavior. *Journal of Applied Psychology*, *90*(6), 1241.

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.

Other articles of interest (but not required):
Katz, D. & Kahn, R., (1966). The Psychological Basis of Organizational Effectiveness. Chapter 12 of *The Social Psychology of Organizations*, 336-368.

Robinson, S. L. (1996). Trust and breach of the psychological contract. *Administrative Science Quarterly, 41*: 574-599.

Tsui, A., Pearce, J., Porter, L., & Tripoli, A. (1997). Alternative approaches to the employee-organization relationship: Does investment pay off? *Academy of Management Journal, 40*, 1089-1121.

Mitchell, T. R, Holtom, B.C, Lee, T. W, Sablynski, C. J., & Erez, M. (2001). Why people stay: Using job embeddedness to predict voluntary turnover. *Academy of Management Journal, 44*, 1102-1121.

Adler, P. and Adler, P. (1988). Intense loyalty in organizations: A case study of college athletics. *Administrative Science Quarterly, 33,* 401-417.

Organ, D.W. (1990). The Motivational Basis of Organizational Citizenship Behavior. in Cummings & Staw (eds.), *Research in Organizational Behavior*, Vol. 12. (skim).

Van Dyne, L., Graham, J. W., & Dienesch, R. M. (1994). Organizational citizenship behavior: Construct redefinition, measurement, and validation. *Academy of Management Journal, 37,* 765-802.

Zedeck, S. & Mosier, K. (1990). Work in the Family & Employing Organization. *American Psychologist, 45,* 240-251.

Konvosky, M., & Pugh, S. (1994). Citizenship behavior and social exchange. *Academy of Management Journal*, 37, 656-669.

Podsakoff, N., Whiting, S., Podsakoff, P., & Mishra, P. (2011). Effects of citizenship behavior on

selection decisions in employment interviews. *Journal of Applied Psychology*, 96, 310-326.

Rotundo, M., & Sackett, P. (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.

Judge, T., Scott, B., & Ilies, R. (2006). Hostility, job attitudes, and workplace deviance: Test of a multilevel model. *Journal of Applied Psychology*, 126-138.

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

Grant, A. M., Campbell, E. M., Chen, G., Cottone, K., Lapedis, D., & Lee, K. 2007. Impact and the art of motivation maintenance: The effects of contact with beneficiaries on persistence behavior. *Organizational Behavior and Human Decision Processes, 103*: 53-67.

Smith, C., Organ, D., & Near, J. (1983). Organizational citizenship behavior: Its nature and antecedents. *Journal of Applied Psychology*, 68, 653-663.

Amabile, T. (1985). Motivation and creativity: Effects of motivational orientation on creative writers, *Journal of Personality & Social Psychology*, 48, 393-397.

LePine, J., Erez, A., & Johnson, D. (2002). The nature and dimensionality of organizational citizenship behavior: A critical review and meta-analysis. *Journal of Applied Psychology*, 87, 52-65.

To Fit or Not to Fit: Socialization & Dissent
Required Readings:
Nemeth, C. & Staw, B. (1989). The Tradeoffs of Social Control & Innovation Within Groups & Organizations. In L. Berkowitz (ed.), *Advances in Experimental Social Psychology*, Vol. 22, Academic Press, 175-210.

Saks, A. & Ashforth, B.E. (1997). Organizational socialization: Making sense of the past and present as a prologue for the future. *Journal of Vocational Behavior, 51*: 234-279.

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

Kim, T. Y., Cable, D. M., & Kim, S. P. (2005). Socialization tactics, employee proactivity, and person-organization fit. *Journal of Applied Psychology, 90(2),* 232.

Detert, J. R., & Treviño, L. K. (2010). Speaking up to higher-ups: How supervisors and skip-level leaders influence employee voice. *Organization Science, 21(1),* 249-270.

Morrison, E. W. (2014). Employee voice and silence. *Annu. Rev. Organ. Psychol. Organ. Behav.*, *1*(1), 173-197.

Other articles of interest (but not required):
Cable, D. M.; Judge, T. A. (1997). Interviewers' perceptions of person-organization fit and organizational selection decisions. *Journal of Applied Psychology, 82(4):* 546-561.

Kelman, H. C. (2006). Interests, Relationships, Identities: Three central issues for individuals and groups in negotiating their social environment, *Annual Review of Psychology*, Vol. 57, 1-26.

Salancik, G. (1977). Commitment & the Control of Organizational Behavior & Belief. in B. Staw & G. Salancik (eds.), *New Directions in Organizational Behavior*, St. Clair Press.

Van Maanen, J. & Schein, E. (1979). Toward a Theory of Organizational Socialization. *Research in Organizational Behavior, Vol. 1,* 209-265. (skim)

Gatewood, R.D., Gowan, M.A & Lautenschlager, G.J. Corporate image, recruitment image, and initial job choice decisions. *Academy of Management Journal, 36*: 414-427.

Kanter, R.M. (1986). Commitment & Social Organization: A Study of Commitment Mechanisms in Utopian Communities. *American Sociological Review, 33,* 499-517.

Packer, D. J. (2009) Avoiding groupthink: Whereas weak identifiers remain silent, strong identifiers dissent about collective problems. *Psychological Science, 20,* 546-548.

Chatman, J. (1991). Matching People & Organizations: Selection & Socialization in Public Accounting Firms. *Administrative Science Quarterly, 36*, 459-484.

Morrison, Elizabeth W. (1993). Newcomer information seeking: Exploring types, modes, sources, and outcomes. *Academy of Management Journal, 36*, 557-589.

Moreland, R. L., & Levine, J. M. (2001). Socialization in organizations and work groups. In M. E. Turner (Ed.), *Groups at work: Theory and research* (pp. 69-112). Mahwah, NJ: Erlbaum.

Beyond 9 to 5: Work-Family & Boundary Management
Required Readings:
Nippert-Eng, C. (1996) Calendars and keys: The Classification of "home" and "work". *Sociological Forum*, 11, 563-582.

Perlow, L.A. (1998) Boundary Control: The Social Ordering of Work and Family Time in a High tech Corporation. *Administrative Science Quarterly,* 43, 328-357.

Ashforth, B.E., Kreiner, G.E. & Fugate, M. (2000) All in a day's work: Boundaries and micro role transitions. *Academy of Management Review*, *25*, 472-491.

Rothbard, N.P., Phillips, K.W., Dumas, T.L. (2005) Managing multiple roles: Work family policies and individuals' desires for segmentation. *Organization Science*, 16, 243-258.

Kreiner, G. E., Hollensbe, E. C. & Sheep, M. L. (2006) Where is the "me" among the "we"? Identity work and the search for optimal balance. *Academy of Management Journal,* 49, 1031–1057.

Ilies, R., Wilson, K.S., & Wagner, D.T. (2009) The spillover of daily job satisfaction onto employees' family lives: The facilitating role of work-family integration. *Academy of Management Journal*, 52, 87-102.

Other articles of interest (but not required):
Dumas, T.L., Phillips, K.W. & Rothbard, N.P. 2013. Getting closer at the company party: Integration experiences, racial dissimilarity and workplace relationships. *Organization Science, 24*(5), 1377-1401.

Edwards, J.R., & Rothbard, N.P. (2000) Mechanisms linking work and family: Clarifying the relationship between work and family constructs. *Academy of Management Review*, *25*, 178-199.

Greenhaus, J.H. & Powell, G.N. (2006) When work and family are allies: A theory of work-family enrichment. *Academy of Management Review,* 31, 72-82.

Hammer, L., Neal, M., Newsom, J., Brockwood, K., & Colton, C. (2005) A longitudinal study of the effects of dual-earner couples' utilization of family-friendly workplace supports on work family outcomes. *Journal of Applied Psychology*, 90, 799-810.

Powell, G. N., & Greenhaus, J. H. (2010) Sex, gender, and the work-to-family interface: Exploring negative and positive interdependencies. *Academy of Management Journal*, 53, 513-534.

Pratt, M.G., Rosa, J.A. (2003) Transforming work-family conflict into commitment in network marketing organizations. *Academy of Management Journal, 46,* 395-418.

Sonnentag, S. (2003) Recovery, work engagement, and proactive behavior: A new look at the interface between nonwork and work. *Journal of Applied Psychology, 88, 518-528.*

Frone, M.R., M. Russell, M.L. Cooper. (1992). Antecedents and Outcomes of Work-Family Conflict: Testing a Model of the Work-Family Interface. *Journal of Applied Psychology 77, 65-78.*

Graves, L.M., Ohlott, P.J., Ruderman, M.N. (2007) Commitment to family roles: Effects of managers' attitudes and performance. *Journal of Applied Psychology, 92, 44-56.*

Greenhaus, J.H., & Beutell, N.J., (1985) Sources of conflict between work and family roles. *Academy of Management Review, 10, 76-88.*

Greenhaus, J. & Powell, G. (2003) When work and family collide: Deciding between competing role demands. *Organizational Behavior and Human Decision Processes, 90, 291-303.*

Kahn, R.L, Wolfe, D.M., Quinn, R.P., & Snoek, J.D. (1964). *Organizational stress: Studies in role conflict and ambiguity. New York: Wiley.*

Kossek, E. E., Noe, R. A., & DeMarr, B. J. (1999) Work-family role-synthesis: Individual and organizational determinants. *International Journal of Conflict Management, 10: 102-129.*

Lobel, S.A. (1991) Allocation of investment in work and family roles: Alternative theories and implications for research. *Academy of Management Review, 16, 507-521.*

Rothbard, N.P. (2001) Enriching or depleting? The dynamics of engagement in work and family. *Administrative Science Quarterly, 46, 655-684.*

Diversity, Demography, & Conflict
Required Readings:
Tsui, Anne S., Terri D. Egan, and Charles A. O'Reilly (1992). Being different: Relational demography and organizational attachment. *Administrative Science Quarterly*, 37, 549-579.

Harrison, D. A., Price, K. H., Gavin, J. H., & Florey, A. T. (2002). Time, teams, and task performance: Changing effects of surface- and deep-level diversity on group functioning. *Academy of Management Journal*, 45:1029-1045.

Chattopadhyay, P., Tluchowska, M. & George, E. (2004) Identifying the ingroup: A closer look at the influence of dissimilarity on employee social identity. *Academy of Management Review,* 29, 180-202.

Phillips, K. W., & Loyd, D. L. (2006) When surface and deep-level diversity collide: The effects on dissenting group members. *Organizational Behavior and Human Decision Processes*, 99, 143-160.

Van Knippenberg, D., & Schippers, M. C. (2007). Work group diversity. *Annual Review of Psychology*, *58*, 515-541.

Wilk, S. L., & Makarius, E. E. (2015). Choosing the company you keep: Racial relational demography outside and inside of work. *Organization Science*, *26*(5), 1316-1331.

Other articles of interest (but not required):
Lawrence, B. (1995). The black box of organizational demography. *Organization Science, 8,* 1-22.

Lau, D., & Murnighan, J.K. (1998). Demographic diversity and faultlines: The compositional dynamics of organizational groups. *Academy of Management Review, 23 (2),* 325-340.

Simons, T. & Peterson, R. (2000). Task conflict and relationship conflict in top management teams: The pivotal role of intragroup trust. *Journal of Applied Psychology, 85,* 102-111.

Nemeth, C. (1986). Differential contributions of majority versus minority influence. *Psychological Review, 93,* 23-32.

Pfeffer, J. (1983). Organizational demography. In B. Staw and L. Cummings (Eds.), *Research in Organizational Behavior, Vol. 5*, Conn.: JAI Press. (skim)

Barsade, Sigal G., Ward, Andrew J., Turner, Jean D.F., & Sonnenfeld, Jeffrey A. (2000). "To Your Heart's Content: A Model of Affective Diversity in Top Management Teams." *Administrative Science Quarterly, 45,* 802-836.

Lount, R. B., Jr., & Phillips, K. W. (2007). Working harder with the out-group: The impact of social category diversity on motivation gains. *Organizational Behavior and Human Decision Processes, 103,* 214-224.

Chatman, J.A., & Spataro, S.E. (2005) Using self-categorization theory to understand relational demography-based variations in people's responsiveness to organizational culture. *Academy of Management Journal, 48*, 321-331.

Martins, L. L., Milliken, F. J., Wiesenfeld, B. M., & Salgado, S. R. (2003). Racioethnic Diversity and Group Members' Experiences The Role Of The Racioethnic Diversity Of The Organizational Context.

Group & Organization Management, 28, 75-106.

Williams, Katherine Y. and Charles A. O'Reilly (1998). Demography and diversity in organizations: A review of 40 years of research. In B. Staw and L. Cummings, *Research in organizational behavior, Vol 20,* 77-140. JAI Press.

Polzer, J. T., Milton, L. P., & Swann, W. B., Jr. (2002) Capitalizing on diversity: Interpersonal congruence in small work groups. *Administrative Science Quarterly*, 47, 296–324.

Sacco, J.M., Schmitt, N. (2005). A dynamic multilevel model of demographic diversity and misfit effects. *Journal of Applied Psychology*, *90,* 203-231.

Pelled, L. H., Eisenhardt, K. M., Xin, K. R. (1999) Exploring the black box: An analysis of work group diversity, conflict, and performance. *Administrative Science Quarterly*, 44, 1-28.

Breaking Points: Stress, Stressors & Well-Being
Required Readings:

Kipnis, D. & Schmidt, S. (1988). Upward-influence styles: Relationship with performance evaluations, salary, and stress. *Administrative Science Quarterly*, 33:528-542.

Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual review of psychology*, *52*(1), 397-422.

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