



**291 DOCTORAL SEMINAR IN ORGANIZATIONAL BEHAVIOR  
& MEASUREMENT PRACTICUM**

**Professor Jone L. Pearce**

Fall 2009 (Part I) & Winter-2010 (Part II)  
Every other week (See Schedule Overview)  
Office Hours: Before and after class,  
and by appointment in Room 350

Mondays 9AM-11:50AM  
Room SB 223  
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**Course Description**

This course has two purposes. One is to continue to develop doctoral students' in-depth understanding of Organizational Behavior (OB) scholarship with an emphasis on individual differences and interpersonal relationships. The topics include critical foundational readings and current debates and discussions. The topics covered in Part I are personality and the person-situation debate, affect, attitudes, interpersonal relationships; and in Part II topics are person-organization relationships, power and politics, and student-choice topics. The emphasis will be on developing a rich understanding of the attractions of these ideas to our colleagues, the prominent debates, and an ability to critically analyze and build on the work in these areas.

The second purpose is to provide practical experience in the development of questionnaire-based scale measures that validly represent concepts (i.e., 'measurement practicum'). Such practical craft knowledge will provide the foundation for evaluating others' research using self-report measures (the vast majority of the work done in many social science fields), as well as help develop confidence and skill in establishing your own measures.

**Formats**

Each seminar session will be divided into two halves: the OB Seminar (meets in the first 90 minutes) and the Measurement Practicum (meets in the second 90 minutes).

The format for the OB Seminar will consist of a discussion of the topics, ideas and approaches assigned for each session. Each participant will lead one discussion session, with Jone leading the first two sessions, and however many are remaining after every student has had a turn. Attached are discussion questions intended to provide guidance, but are not to be a comprehensive list of questions. An important part of your contribution to the discussions will be to bring your own questions about the readings.

The format for the Practicum varies depending on the task at hand. Please check the Schedule Overview for each class's assignments.

## Enrollment

This is formally two two-unit courses scheduled for Fall Quarter 2009 and Winter Quarter 2010. In order to better balance the workload for this course with our other obligations we will meet approximately every other week. The tentative dates are in the Schedule Overview, however, if there is a serious scheduling conflict we will try to move the session, as long as everyone's schedule can be accommodated.

## Readings

There is one book for the OB Seminar (Brief, A. P. (1998) *Attitudes in and around organizations*. Thousand Oaks, CA: Sage) and one for the Practicum (DeVellis, R. F. 2003. *Scale development* (2<sup>nd</sup> ed.) Thousand Oaks, CA: Sage). Students can buy them online (Paperback is \$32.46 on Amazon.com) or they will be available for three-hour loan at the campus library. All other readings will be available from either the campus online resources or will be sent to participants via email as attached pdf files in September.

## Requirements

Those wishing to take the Practicum alone should enroll for a one-unit Independent Study with the instructor in both Fall and Winter Quarters. Because the Practicum is designed to be a hands-on craft-development course, students need to make that (modest) commitment to doing the (few) assignments in order to gain the benefit. The OB Seminar may not be audited; however, we do welcome Session Guests who commit to completing the readings for that session and to active (but not domineering) participation. The OB Seminar will be graded, based the quality of performance in each of the following (equally weighted):

- Participation;
- Topic session leadership
- One analysis paper
- Written scale description

Analysis papers are to be no more than 10 pages (*Academy of Management Review* format) and can be on any sub-topic discussion from a class session (excluding the topic from the session the student led). The analyses should be a thoughtful, scholarly, and provide a thorough critique of the strengths weaknesses of the research chosen.

The written scale description is that part of a Methods Section for *Academy of Management Journal* that describes the sample, procedure and scale development for your new scales.

Schedule Overview

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Date & Time	<i>OB Seminar Topic (OB)</i> <b><u>Practicum Topic (P)</u></b>
1. October 13	<i>OB: Introduction to Organizational Behavior Research</i> <b><u>P:</u></b> Recap: Evaluating Research Importance, Recognizing Alternative Interpretations & Impossible-to-refute-or-confirm Theories
2. October 27	<i>OB: Personality and the Person-Situation Debate</i> <b><u>P:</u></b> Clear Conceptual Definitions
3. November 10	<i>OB: Affect</i> (select Week 8 & 9 topics) <b><u>P:</u></b> Item Generation
4. November 24	<i>OB: Attitudes</i> <b><u>P:</u></b> Review and Critique Items & Subject Matter Experts Exercise
5. December 8	<i>OB: Interpersonal Relationships</i> <b><u>P:</u></b> Developmental Sampling (aka Quick-and-Dirty Pretest) & Using Correlation Matrices
6. January 11	<i>OB: Person-Organization Relationships</i> <b><u>P:</u></b> Data Coding and Cleaning
7. January 25	<i>OB: Power and Politics</i> <b><u>P:</u></b> Building Scales – First Pass
8. February 8	<i>OB: Student Choice Topics</i> <b><u>P:</u></b> Building Scales – Second Pass
9. February 22	<i>OB: Student Choice Topics</i> <b><u>P:</u></b> Internal consistency coefficients and scale presentations
10. Week of March 8 tbd	<i>OB &amp; <u>P:</u></i> Wrap Up WRITTEN ANALYSES DUE
March 15 by 5PM	WRITTEN SCALE DESCRIPTIONS DUE

**Examples of Questions You Should Be Prepared to Address in the OB Seminar Discussions**

For each reading:

What are the authors' claims (or for empirical papers, what are the research questions)?

Analyze the claims /research questions using Davis's Interestingness Typology

Most papers make causal claims (although these may be implicit). What are the causal claims here? What are the independent variables and what are the dependent variables? Try to draw a schematic of the relationships among the variables.

Do you agree with the claim? Why or why not?

What are the major strengths and weaknesses of these works?

What are the practical implications?

For empirical papers:

Is this sample adequate for the claims of generalizability made by the authors?

How were the variables operationalized? Do you agree that these measures adequately represent the conceptual claims made for them?

What is the research design? Can you think of any plausible alternative interpretations of these results?

How were the data analyzed (be sure to bring any questions you might have about the procedures used to the session)?

Overall, were the claims made for the meaning of this research credible? Why or why not?

For the topical readings as a set:

In what ways do the readings build on, support or contradict one another (or on earlier readings)?

Do you think this topic has a future in the field (i.e., will the topic be a fad that will fade in ten years)? What are the interesting future questions?

## Session Assignments

### 1. October 13

#### ***OB: Introduction to Organizational Behavior***

#### **Discussion Leader: Jone**

Staw, B. M. 1984. Organizational behavior: A review and reformulation of the field's outcome variables. *Annual Review of Psychology*, **35**: 627-666.

O'Reilly III, C. A. 1991. Organizational behavior: Where we've been, where we're going. *Annual Review of Psychology*, **42**, 427-458.

Pfeffer, J. 1993. Barriers to the advancement of organizational science: Paradigm development as a dependent variable. *Academy of Management Review*, **18**: 599-620.

Cannella, A. A., Jr. & Paetzold, R. L. 1994. Pfeffer's barriers to the advance of organizational science: A rejoinder. *Academy of Management Review*, **19**: 331-341.

#### **Practicum: Recap on Evaluating Research Importance & Recognizing Alternative Interpretations & Impossible-to-refute-or-confirm Theories**

Reread Davis, M. S. 1971. That's interesting! *Philosophy of the Social Sciences*, **1**: 309-344.

Review Manuscript #1 (JAP 2003-1256) paying particular attention to whether the data support the causal claims.

**2. October 27**

***OB: Personality and the Person-Situation Debate***

**Discussion Leader: Jone**

Barrick, M. R. & Mount, M. K. 1991. The Big Five personality dimensions and job performance: A meta-analysis. *Personnel Psychology*, **44**: 1-26.

Staw, B. Bell, N. & Clausen, J. 1986. The dispositional approach to job attitudes: A lifetime longitudinal test. *Administrative Science Quarterly*, **31**: 56-77.

Davis-Blake, A. & Pfeffer, J. 1989. Just a mirage: The search for dispositional effects in organizational research. *Academy of Management Review*, **14**: 385-400.

Kendrick, D. & Funder, D. 1988. Profiting from controversy: Lessons from the person-situation debate. *American Psychologist*, **43**: 23-34.

Stewart, G. L. & Barrick, M. R. 2004. Four lessons learned from the person-situation debate: A review and research agenda: 61-85. In B. Schneider & D. B. Smith (Eds.) *Personality and organizations*. Mahwah, NJ: Lawrence Erlbaum Associates.

**Practicum: Clear Conceptual Definitions**

DeVellis, R. F. 2003. *Scale development* (2<sup>nd</sup> ed.) Thousand Oaks, CA: Sage. (Review Chapters 1-4 and complete Chapter 5, Steps 1 for class).

Bring typed lists of concepts for which you wish to develop measures (copy for everyone in class).

**3. November 10**

***OB: Affect***

**Discussion Leader:**

Lazarus, R. (1982). Thoughts on the relations between emotion & cognition. *American Psychologist*, **37**: 1019-7024.

Baron, R. A. 1993. Affect and organization behavior: 63-88. In J. K. Murnighan (Ed.) *Social psychology in organizations*. Englewood Cliffs, NJ: Prentice Hall.

Barsade, S.G., Brief, A. & Spataro, S. 2003. The affective revolution in organizational behavior: The emergence of a paradigm 3-52. In J. Greenberg (Ed.), *Organizational Behavior: the State of the Science*. London: Lawrence Erlbaum Associates.

Grandey, A. (2008). Emotions at work: A review and research agenda: 235-261. In C. Cooper & J. Barling (Eds.), *Handbook of Organizational Behavior*. Oxford UK: Blackwell.

SELECT STUDENTS' CHOICE TOPICS FOR WEEKS 8 & 9

**Practicum: Item Generation**

DeVellis, R. F. 2003 Scale development (2<sup>nd</sup> ed.) Chapter 5, Steps 2 through 5.

Bring revised concepts for which you wish to develop measures, and your first pass at least ten draft items for each concept (copy for everyone in class). Include copies of the items for "closest competitor" concepts and concept definitions.

4. November 24

***OB: Attitudes***

**Discussion Leader:**

Brief, A. P. (1998) *Attitudes in and around organizations*. Thousand Oaks, CA: Sage.

Ostroff, C. (1992). The relationship between satisfaction, attitudes and performance: An organizational level analysis. *Journal of Applied Psychology*, **77**: 963-974.

**Practicum: Review and Critique of Items and Subject Matter Experts Exercise**

DeVellis, R. F. 2003 *Scale development* (2<sup>nd</sup> ed.) Chapter 5, Steps 6 through 8.

Bring copies of revised items generated for each concept, each closest competitor concept, and concept definitions to class.

**5. December 8**

***OB: Interpersonal Relationships***

**Discussion Leader:**

Gouldner, A. W. (1960). The norm of reciprocity: A preliminary statement. *American Sociological Review*, **25**: 161-178.

Pearce, J. L., and Peters, R. H. (1985) A contradictory norms view of employer-employee exchange, *Journal of Management*, **11**: 19-30.

Bigley, G. A. and Pearce, J. L. (1998) Straining for shared meaning in organization science: Problems of trust and distrust. *Academy of Management Review*, **23**: 405-421.

Kramer, R. M. (1999). Trust and distrust in organizations: Emerging perspectives, enduring questions. *Annual Review of Psychology*, **50**: 569-598.

**Practicum: Developmental Sampling (aka Quick-and-dirty Pre-testing) & Using Correlation Matrices**

Reread Colquitt, J. A. 2001. On the dimensionality of organizational justice: A Construct Validation of a measure. *Journal of Applied Psychology*, **86**: 386-400.

Podsakoff, P. M., MacKenzie, S. B., Lee, J-Y & Podsakoff, N. P. 2003. Common methods biases in behavioral research. *Journal of Applied Psychology*, **88**: 879-903.

Review Manuscript #2 (JAP 1168) paying particular attention to the correlation matrix.

6. January 11

***OB: Person-Organization Relationships***

**Discussion Leader:**

Tajfel, H., & Turner, J. C. (1986). The social identity theory of intergroup behavior:7-24. In S. Worchell and W. G. Austin (Eds.) *Psychology of intergroup relations*. Chicago: Nelson-Hall.

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

Cropanzano, R. & Greenberg, J. 1997. Progress in organizational justice: Tunneling through the maze. *International Review of Industrial and Organizational Psychology*, **12**: 317-372.

Shore, et al. (2004) The employee-organizational relationship. In J. Martocchio (Ed.) Research in *Personnel and Human Resources Management*, **23**: 291-370.

**Practicum: Data Coding and Cleaning**

Bring each item's mean, median, standard deviation, and range, and a correlation matrix including all items from your scales and your closest competitor scales for all class participants. Be sure to attach your final conceptual definitions and items.

7. January 25

***OB: Power and Politics***

**Discussion Leader:**

Hickson, D. J., Hinings, C. R., Lee, C. A., Schneck, R. E., and Pennings, J. M. (1971) A Strategic Contingencies' Theory of intraorganizational power. *Administrative Science Quarterly*, **16**: 216-229.

Brass, D. J. and Burkhardt, M. E. (1993) Potential power and power use: An investigation of structure and behavior. *Academy of Management Journal*, **36**: 441-470.

Higgins, C. A., Judge, T. A. & Ferris, G. R. (2003) Influence tactics and work outcomes: A meta-analysis. *Journal of Organizational Behavior*, **24**: 89-106.

Ferris, G. R., Treadway, D. C., Perrewé, P. L., Brouer, R. L., Douglas, C. & Lux, S. (2007) Political skill in organizations. *Journal of Management*, **33**: 290-320.

**Practicum: Building Scales – First Pass**

DeVellis, R. F. 2003 Scale development (2<sup>nd</sup> ed.) Chapter 6.

Bring four principal components analyses (PCAs, one each of the following with both oblique and orthogonal rotations). Two are based on selecting “factors” with Eigenvalues =1; the second two are based on requesting the number of factors/scales you expected to build (copies for all participants).

**8. February 8**

*OB: Students' Choice Topics*

SCHEDULE FINAL SESSION WEEK OF MARCH 8

**Discussion Leader:**

Readings tbd

**Practicum: Building Scales – Second Pass**

After dropping items re-run your PCAs (you may need to do several rounds following the rules learned in class and DeVellis) until you obtain solid scales. Bring your revised principal components analysis (using the rotation decided upon last session) and a confirmatory factor analysis on your proposed “final” scales (copies for all participants).

**9. February 22**

*OB: Students' Choice Topics*

**Discussion Leader:**

Readings tbd

**Practicum: Internal Consistency Coefficients and Scale Presentations**

Bring final PCAs and coefficient alphas for all scales (yours and your closest competitor) to class. If possible also bring any tests of the relative predictive power of your own and your closest competitor scales.

**10. Week of March 8**  
**date time and place tbd**

**ALL ANALYSES PAPERS DUE**

**WRITTEN SCALE DESCRIPTIONS DUE BY March 8 5PM**

Reread Glick, W. H., Miller, C. C., & Cardinal, L. B. (2007). Making a life in the field of organization science. *Journal of Organizational Behavior*, **28**: 817-835..

Starbuck, W. H. 2005. How much better are the most prestigious journals? *Organization Science*, **16**: 180-200.

Discuss any revisions or hanging issues in organizational behavior and questionnaire scale development.