

Psychology 330B Advanced Topics in Organizational Psychology
Spring 2018
Claremont Graduate University

Time & Location: Monday, 9:00 – 11:50 am, Burkle 24

Professor: Jeffrey Yip, Ph.D.
Assistant Professor in Organizational Psychology
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Office Hours

Monday, 12:00 – 2:00 pm

145 E. 12th Street, Claremont, CA 91711

Please use this link to schedule: <https://calendly.com/jeffyip>

Course Description:

This course will identify central questions in organizations today and examine the psychological dynamics and tensions that underlie these issues. There will be no easy answers. The focus of this course will be on inquiry, discovery, and theory development. The class will also engage in conversations with guest speakers - organizational scholars and practitioners who will discuss their emerging research and perspectives.

The topics covered will include research on identity and interpersonal dynamics, decision making, leadership, and employment relationships. For each topic, we will discuss the rigor of research evidence, opportunities for future research, and the implications of research for organizational effectiveness. A foundational understanding of organizational psychology is required before taking this course.

Course Objectives:

1. Develop knowledge of select topics in organizational psychology
2. Develop skills to conduct and review organizational research
3. Advance individual student research projects
4. Generate new questions and research to advance knowledge in organizational psychology

Course Requirements and Grades

Summary of Assignments and Due Dates

| | Assignment | Due Date | Grade |
|---|-----------------------|-----------------|--------------|
| 1 | Class Participation | - | 20% |
| 2 | Research Proposal | Feb 19 | 20% |
| 3 | Research Presentation | March 5 | 20% |
| 4 | Final Paper | March 9 | 40% |
| | | Total | 100% |

CLASS PARTICIPATION (20%)

Class participation requires that you are prepared for class, having read and thought about the week's readings in advance, and are prepared to discuss insights and applications from the material. Your class participation grade will be based on both the quality and quantity of your contribution to the class discussion.

RESEARCH PROPOSAL (20%)

There are two related parts to this requirement.

(1) You will identify five recent papers (published in the last five years) in a research area that you are interested in. You will provide a written listing of five chosen abstracts (title, author, journal location and abstract) and a one paragraph reflection for each abstract, describing you find most compelling about the study. You will include this write-up in the Appendix of your research proposal.

(2) Building on a selected articles from the first step, you will develop a 3-4 page research proposal (12 point font, double space).

RESEARCH PRESENTATION (20%)

You will present your final paper in the format of a 15 minute conference presentation, similar to presentations at the Academy of Management.

FINAL PAPER (40%)

You will write an 8 to 10 page (not including references) theory or review paper on a topic of interest to you. It will be turned in at the end of the semester. The paper should be in APA style, with 12 point font, and double spaced.

In this paper you will define a research problem in your area of interest, outline a theoretical explanation for the problem, and integrate relevant research. Your paper should advance new insights and research directions on a topic (of your choice) in organizational psychology.

GRADING

Your grade will be calculated using the following scale. Grades will include plus or minuses, to reflect gradations in between.

| <i>Letter Grade</i> | <i>Grade Point</i> | <i>Description</i> | <i>Learning Outcome</i> |
|---------------------|--------------------|------------------------------------------------------------------------------------------|-------------------------|
| <i>A</i> | <i>4.0</i> | <i>Complete mastery of course material and additional insight beyond course material</i> | <i>Insightful</i> |
| <i>B</i> | <i>3.0</i> | <i>Complete mastery of course material</i> | <i>Proficient</i> |
| <i>C</i> | <i>2.0</i> | <i>Gaps in mastery of course material; not at level expected by the program</i> | <i>Developing</i> |
| <i>U</i> | <i>0</i> | <i>Unsatisfactory</i> | <i>Ineffective</i> |

Schedule in Brief

| | Date |
|-----------------------------------------------|-----------------|
| 1. Advancing Organizational Psychology | Monday, Jan 22 |
| 2. Careers and Role Transitions | Monday, Jan 29 |
| 3. Work Relationships: Beyond Social Exchange | Monday, Feb 5 |
| 4. Talent Management | Monday, Feb 12 |
| 5. Advice and Decision Making | Monday, Feb 19 |
| 6. Leadership and Propection | Monday, Feb 26 |
| 7. Final Presentations | Monday, March 5 |

DETAILED SCHEDULE WITH READINGS

Required Text:

All readings will be available on the PSYCH 330B Canvas site.

1. Advancing Organizational Psychology

Reis, H. T., & Collins, W. A. (2004). Relationships, human behavior, and psychological science. *Current Directions in Psychological Science*, 13(6), 233-237.

Ashford, S. J. (2013). Having scholarly impact: The art of hitting academic home runs. *Academy of Management Learning & Education*, 12(4), 623-633.

Shaw, J. D. (2017). Advantages of Starting with Theory. *Academy of Management Journal*, 60(3), 819-822.

Fisher, G., & Aguinis, H. (In Press). Using theory elaboration to make theoretical advancements. *Organizational Research Methods*

2. Careers and Role Transitions

Wang, M., & Wanberg, C. R. (2017). 100 years of applied psychology research on individual careers: From career management to retirement. *Journal of Applied Psychology*, 102(3), 546.

Hall, D. T., Yip, J., & Doiron, K. (2017). Protean Careers at Work: Self-Direction and Values Orientation in Psychological Success. *Annual Review of Organizational Psychology and Organizational Behavior*

Mathias, B. D., & Williams, D. W. (In press). Giving up the hats? Entrepreneurs' role transitions and venture growth. *Journal of Business Venturing*.

DeRue, D. S., & Ashford, S. J. (2010). Who will lead and who will follow? A social process of leadership identity construction in organizations. *Academy of Management Review*, 35(4), 627-647.

3. Work Relationships: Beyond Social Exchange

Allen, T. D., Eby, L. T., Chao, G. T., & Bauer, T. N. (2017). Taking stock of two relational aspects of organizational life: Tracing the history and shaping the future of socialization and mentoring research. *Journal of Applied Psychology*, 102(3), 324.

Methot, J. R., Melwani, S., & Rothman, N. B. (2017). The Space Between Us: A Social-Functional Emotions View of Ambivalent and Indifferent Workplace Relationships. *Journal of Management*, 43(6), 1789-1819.

Gillath, O., Karantzas, G. C., & Selcuk, E. (2017). A Net of Friends: Investigating Friendship by Integrating Attachment Theory and Social Network Analysis. *Personality and Social Psychology Bulletin*, 43(11), 1546-1565.

Chua, R. Y. (In press). Innovating at cultural crossroads: How multicultural social networks promote idea flow and creativity. *Journal of Management*

Ragins, B. R., Ehrhardt, K., Lyness, K. S., Murphy, D. D., & Capman, J. F. (2017). Anchoring Relationships at Work: High-Quality Mentors and Other Supportive Work Relationships as Buffers to Ambient Racial Discrimination. *Personnel Psychology*, 70(1), 211-256.

Ragins, B. R. (2015). Editor's comments: Developing our authors. *Academy of Management Review*, 40(1), 1-8.

Ragins, B. R. (2012). Reflections on the craft of clear writing. *Academy of Management Review*, 37(4), 493-501.

4. Talent Management

Call, M. L., Nyberg, A. J., & Thatcher, S. (2015). Stargazing: An integrative conceptual review, theoretical reconciliation, and extension for star employee research. *Journal of Applied Psychology*, 100(3), 623.

Aguinis, H., & O'Boyle, E. (2014). Star performers in twenty-first century organizations. *Personnel Psychology*, 67(2), 313-350.

De Boeck, G., Meyers, M. C., & Dries, N. (2017). Employee reactions to talent management: Assumptions versus evidence. *Journal of Organizational Behavior*.

Petriglieri, G., Petriglieri, J. L., & Wood, J. D. (2017). Fast tracks and inner journeys: Crafting portable selves for contemporary careers. *Administrative Science Quarterly*

5. Advice and Decision Making

Bonaccio, S., & Dalal, R. S. (2006). Advice taking and decision-making: An integrative literature review, and implications for the organizational sciences. *Organizational Behavior and Human Decision Processes*, 101(2), 127-151.

Rader, C. A., Larrick, R. P., & Soll, J. B. (2017). Advice as a form of social influence: Informational motives and the consequences for accuracy. *Social and Personality Psychology Compass*, 11(8).

Dalal, R. S., & Bonaccio, S. (2010). What types of advice do decision-makers prefer?. *Organizational Behavior and Human Decision Processes*, 112(1), 11-23.

Harvey, N., & Fischer, I. (1997). Taking advice: Accepting help, improving judgment, and sharing responsibility. *Organizational Behavior and Human Decision Processes*, 70(2), 117-133.

6. Leadership and Prospection

Carton, A. M., Murphy, C., & Clark, J. R. (2014). A (blurry) vision of the future: How leader rhetoric about ultimate goals influences performance. *Academy of Management Journal*, 57(6), 1544-1570.

Carton, A. M., & Lucas, B. J. (In Press). How Can Leaders Overcome the Blurry Vision Bias? Identifying an Antidote to the Paradox of Vision Communication. *Academy of Management Journal*

Gilbert, D. T., & Wilson, T. D. (2007). Propection: Experiencing the future. *Science*, 317(5843), 1351-1354.

Stephan, E., Shidlovski, D., & Sedikides, C. (2018). Self-propection and energization: The joint influence of time distance and consideration of future consequences. *Self and Identity*, 17(1), 22-36.

Instructor Bio:

Dr. Jeffrey Yip is an Assistant Professor in the School of Behavioral and Organizational Sciences at Claremont Graduate University (CGU). At CGU, he directs the Talent Science Lab, an applied research group focused on talent management and organizational psychology. Jeffrey's research is in the areas of leadership, mentoring, and career development. His research is published in management and organizational psychology journals such as the *Academy of Management Annals*, *Journal of Organizational Behavior*, *Human Resource Management*, and the *Journal of Applied Behavioral Science*. He is an active member of the Academy of Management and the Society of Industrial and Organizational Psychology. A Fulbright scholar, Jeffrey received his Ph.D. in Organizational Behavior from Boston University and a Masters in Human Development and Psychology from Harvard University.

Guest Speakers:

Professor Douglas T. (Tim) Hall is the director of the Executive Development Roundtable and the Morton H. and Charlotte Friedman Professor of Management in the Questrom School of Business at Boston University. He has served as acting dean and associate dean of faculty development and faculty director for the master's programs at the Questrom School of Business. He received his graduate degrees from Sloan School at MIT. He has held faculty positions at Yale, York, Michigan State, and Northwestern universities and visiting positions at Columbia, Minnesota, and the U.S. Military Academy at West Point.

Professor Hall is a recipient of the American Psychological Association's James McKeen Cattell Award (now called the Ghiselli Award) for research design, the American Society for Training and Development's Walter Storey Professional Practice Award, and the Academy of Management's Everett C. Hughes Award for Career Research. He is a fellow of the American Psychological Association, the Society for Industrial and Organizational Psychology, and the Academy of Management, where he served as a member of the Board of Governors and as

president of the Organizational Behavior Division and co-founder and president of the Careers Division.

Professor Belle Rose Ragins is an expert in the fields of mentoring, diversity, and positive relationships at work. Her current research examines the positive impact of mentoring on employees' organizational attachment, and the role of gender and diversity in these relationships. She has also researched the glass ceiling, sexual harassment, racism at work, and sexual orientation in organizations.

Dr. Ragins has written more than 100 papers for presentations at national and international conferences and for publication in leading academic journals, including the *Academy of Management Journal*, *Academy of Management Review*, *Journal of Management*, *Journal of Applied Psychology*, *Personnel Psychology* and *Psychological Bulletin*. Her research was featured in *U.S. News and World Report*, *Barron's Magazine*, *Harvard Business Review*, *Newsday*, *Wall Street Journal*, *The New York Times*, and *Working Woman Magazine*. Dr. Ragins has over twenty years of experience serving on the leading editorial boards in her field, including the *Academy of Management Review*, *Academy of Management Journal*, *Journal of Applied Psychology*, *Personnel Psychology*, and the *Journal of Vocational Behavior*.

Dr. Geoff Smart is Chairman & Founder of ghSMART. He founded the leadership consulting firm in 1995. The firm's mission is to use its expertise in business and human behavior to help CEOs, boards, and investors build valuable organizations. The firm has 12 offices in the U.S. and one in London. In 2015, ghSMART achieved 99.5% high client satisfaction, and 94% team retention. It was named one of the "world's top firms" in the book *The Art of Managing Professional Services*, and is the subject of two Harvard Business School Cases, titled "ghSMART & Co.: Pioneering in Professional Services." Geoff is the Founder of SMARTKids Leadership Program™, which provides 10 years of mentoring and \$100,000 scholarships to students with leadership potential from low-income communities. He founded The Leaders Initiative™ to inspire private sector leaders to work in government, and served as Chief Talent Officer for the State of Colorado, a 33,000-employee, \$24 billion organization. Geoff has personally advised three sitting U.S. Governors, top leaders in education, military, and public health, and the President of the World Bank. Geoff and his colleagues donate hundreds of hours per year to advising leaders who make the world a better place.

John Kidwell is an accomplished mid-market CEO having built multiple businesses from modest beginnings to profitable \$200M+ entities. John has recently joined with Vistage to build Peer Advisory Boards to assist business leaders become better leaders and generate improved business results. Utilizing a 25 year career as a CEO and Business Leader in multiple industries, Kidwell seeks to help today's business leaders' step out of the day-to-day to think differently and to gain insights, make better decisions, take bold action and generate meaningful results.

Vistage is a global organization that assembles and facilitates private advisory boards for CEOs, senior executives and business owners. Vistage and its affiliates have nearly 20,000 members in 16 countries, representing the world's leading chief executive organization. Prior to Vistage, John served as Chairman for the Phoenix Telecom Solutions, a leading provider of Network

Lifecycle Management Solutions for global Telecommunications OEMs and Carriers. John holds an MBA from the Stanford Graduate School of Business and a BA in Social Relations from Harvard University.

Additional Resources

Academy of Management <http://www.aom.org>

Society for Industrial and Organizational Psychology <http://www.siop.org/>

Becker, H. S. (2008). *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. University of Chicago Press.

Joireman, J. A., & Van Lange, P. A. M. (2015). *How to Publish High Quality Research: Discovering, Building, and Sharing*. American Psychological Association. Washington DC.

Sternberg, R. J., Fiske, S. T., & Foss, D. J. (Eds.). (2016). *Scientists Making a Difference*. Cambridge University Press.

CGU Resources and Policies

Course Policies:

The CGU institutional policies apply to each course offered at CGU. A few are detailed in the space below. Students are encouraged to review the student handbook for the program as well as the policy documentation within the bulletin and on the Registrar's pages (<http://bulletin.cgu.edu/> <http://www.cgu.edu/pages/179.asp>).

Attendance

Students are expected to attend all classes. Students who are unable to attend class must seek permission for an excused absence from the course director or teaching assistant. Unapproved absences or late attendance for three or more classes may result in a lower grade or an "incomplete" for the course. If a student has to miss a class, he or she should arrange to get notes from a fellow student and is strongly encouraged to meet with the teaching assistant to obtain the missed material. Missed extra-credit quizzes and papers will not be available for re-taking.

Scientific and Professional Ethics

The work you do in this course must be your own. Feel free to build on, react to, criticize, and analyze the ideas of others but, when you do, make it known whose ideas you are working with. You must explicitly acknowledge when your work builds on someone else's ideas, including ideas of classmates, professors, and authors you read. If you ever have questions about drawing the line between others' work and your own, ask the course professor who will give you guidance. Exams must be completed independently. Any collaboration on answers to exams, unless expressly permitted, may result in an automatic failing grade and possible expulsion from the Program.

Additional information on CGU academic honesty is available on the Student Services webpage (<http://www.cgu.edu/pages/1132.asp>).

Accommodations for Students with Disabilities

CGU is committed to offering auxiliary aids and services to students with verifiable disabilities, in compliance with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990. If you are seeking academic accommodations as a student with a disability or suspect that you have a disability, please contact CGU's Office of Disability Services as early as possible. Students need to register with this office before academic accommodations can be prescribed through an Accommodation(s) Letter and implemented in the classroom. Additional information and resources can be found on the linked page: (<http://www.cgu.edu/pages/1154.asp>).

Mental Health Resources

Graduate school is a context where mental health struggles can be exacerbated. If you ever find yourself struggling, please do not hesitate to ask for help. If you wish to seek out campus resources, here is some basic information about Monsour (<http://www.cuc.claremont.edu/monsour/>):

“Monsour Counseling and Psychological Services (MCAPS) is committed to promoting psychological wellness for all students served by the Claremont University Consortium. Our well-trained team of psychologists, psychiatrists, and post-doctoral and intern therapists offer support for a range of psychological issues in a confidential and safe environment.”

Phone 909-621-8202

Fax 909-621-8482

After hours emergency 909-607-2000

Address

Tranquada Student Services Center, 1st floor

757 College Way

Claremont, CA 91711