

**Psychology 321A Doctoral Seminar in Organizational Psychology**  
**Fall 2017**  
**Claremont Graduate University**

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**Time & Location:** Tuesday, 1:00 – 4:00 pm, ACB 208

**Professor:** Jeffrey Yip, Ph.D.  
Assistant Professor in Organizational Psychology  
Claremont Graduate University  
[Jeffrey.Yip@cgu.edu](mailto:Jeffrey.Yip@cgu.edu)

Office Hours

Thursdays, 10:00 am – 1:00 pm

145 E. 12th Street, Claremont, CA 91711

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

**Course Description:**

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The course will advance student research in organizational psychology from idea conception to publication. Each student will work under the guidance of the professor on a research paper, with the goal of publication in a peer-reviewed psychology or management journal. The course is writing intensive. MA students who are interested in research can take this course with approval from the instructor.

**Course Objectives:**

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1. Develop an understanding of the research process from idea generation to publication
2. Develop skills to conduct and review organizational research
3. Sharpen skills in writing theory and theoretical propositions
4. Advance individual student research papers

**Course Requirements and Grades**

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Summary of Assignments and Due Dates

	<b>Assignment</b>	<b>Due Date</b>	<b>Grade</b>
1	Class Participation	-	10%
2	Research Proposal	October 10	20%
3	Research Presentation	December 5	20%
4	Final Paper	December 19	50%
		Total	100%

## **CLASS PARTICIPATION (10%)**

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 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. (2) Building on a selected articles from the abstract exercise, 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 (50%)**

You will write a 12 to 15 page (not including references) final 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, summarize recent relevant research, develop testable hypotheses, and propose a research design for investigating them empirically. The paper should be a high quality paper, suitable for submission to an academic conference or journal.

## **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. Scholarly Impact and Relevance	Tuesday, Aug 29
2. Problem Identification	Tuesday, Sep 12
3. Theory Development	Tuesday, Sep 26
4. Research Proposal Presentations	Tuesday, Oct 10
5. Research Design	Tuesday, Oct 24
6. Writing Theory	Tuesday, Nov 7
7. Careers in Organizational Psychology (Guest Speaker)	Tuesday, Nov 21
8. Final Presentations	Tuesday, Dec 5

## DETAILED SCHEDULE WITH READINGS

### Required Text:

All readings will be available on the PSYCH 321A Canvas site.

### 1. Scholarly Impact and Relevance

Gray, K., & Wegner, D. M. (2013). Six guidelines for interesting research. *Perspectives on Psychological Science*, 8(5), 549-553.

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

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

### 2. Problem Identification

Colquitt, J. A., & George, G. (2011). Publishing in AMJ—part 1: topic choice. *Academy of Management Journal*, 54(3), 432-435.

Shepherd, D. A., & Suddaby, R. (2017). Theory building: A review and integration. *Journal of Management*, 43(1), 59-86.

Grant, A.M., & Pollock, T.G. (2011). Setting the hook. *Academy of Management Journal*, 54, 873-879.

Sutton, R.I., & Staw, B.M. (1995). What theory is not. *Administrative Science Quarterly*, 40, 371-384.

### **3. Theory Development**

Sparrowe, R. T., & Mayer, K. J. (2011). Publishing in AMJ—Part 4: Grounding Hypotheses. *Academy of Management Journal*, 54(6), 1098-1102.

Whetten, D. A. (1989). What constitutes a theoretical contribution?. *Academy of management review*, 14(4), 490-495.

Corley, K. G., & Gioia, D. A. (2011) Building theory about theory building: What constitutes a theoretical contribution? *Academy of Management Review*, 36: 12-32.

Christensen, CM & Raynor, ME (2003) “Why hard-nosed executives should care about management theory,” *Harvard Business Review*

### **4. Research Proposal Presentations**

Zuckerman, E.W. (2008) *Tips to Article-Writers*. MIT Sloan School of Management.

Zuckerman, E.W. (2015) *On Genre: A Few More Tips to Article-Writers*. MIT Sloan School of Management.

### **5. Research Design**

Bono, J. E., & McNamara, G. (2011). Publishing in AMJ—part 2: research design. *Academy of Management Journal*, 54(4), 657-660.

Zhang, Y. A., & Shaw, J. D. (2012). Publishing in AMJ—Part 5: Crafting the methods and results. *Academy of Management Journal*, 55(1), 8-12.

Simsek, Z. & Veiga, J. F. 2001. A primer on internet organizational surveys. *Organizational Research Methods*, 4: 218-235.

Highhouse, S. (2009). Designing experiments that generalize. *Organizational Research Methods*, 12(3), 554-566.

Pratt, M. 2009. From the editors: For the lack of a boilerplate: Tips on writing up (and reviewing) qualitative research. *Academy of Management Journal*, 52: 856-862.

Additional Readings:

Edmondson, A. C. & McManus, S. E. 2007. Methodological fit in management field research. *Academy of Management Review*, 32: 1155-1179.

Grant, A. M., & Wall, T. D. (2008). The neglected science and art of quasi-experimentation: Why-to, when-to, and how-to advice for organizational researchers. *Organizational Research Methods*.

Aguinis, H., & Vandenberg, R. J. (2014). An ounce of prevention is worth a pound of cure: Improving research quality before data collection. *Annual Review of Organizational Psychology and Organizational Behavior*, 1(1), 569-595.

## 6. Writing Theory

Fiske, S. T. (2004). Mind the gap: In praise of informal sources of formal theory. *Personality and Social Psychology Review*, 8(2), 132-137

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

Locke, K., & Golden-Biddle, K. (1997). Constructing opportunities for contribution: Structuring intertextual coherence and “problematizing” in organizational studies. *Academy of Management Journal*, 40(5), 1023-1062.

Geletkanycz, M., & Tepper, B. J. (2012). Publishing in AMJ—part 6: Discussing the implications. *Academy of management journal*, 55(2), 256-260.

## 7. Careers in Organizational Psychology (Guest Speaker)

Donaldson, S. I., & Bligh, M. C. (2006). Rewarding careers applying positive psychological science to improve quality of work life and organizational effectiveness. *Applied psychology: New frontiers and rewarding careers*, 277-295.

Kram, K.E, Wasserman, I.C., & Yip, J. 2012. Metaphors of Identity and Professional Practice: Learning from the Scholar-Practitioner, *Journal of Applied Behavioral Science*, 48(3).

Watch: Ed Schein’s advice for young scholars. *Annual Review of Organizational Psychology and Organizational Behavior* <https://www.youtube.com/watch?v=iEMB5Ylw9LM>

Also see: <http://www.siop.org/CareerPaths/>

## **Instructor Bio:**

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**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*, the *Journal of Applied Behavioral Science*, *Organizational Dynamics*, and the *International Journal of Selection and Assessment*. 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.

## **Additional Resources**

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

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

Sternberg, R. J. (2000). *Guide to publishing in psychology journals*. Cambridge University 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.

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

## **CGU Resources and Policies**

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### **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