

**Psych 462: Honours Seminar in IO Psychology
Culture and Organizational Psychology
University of Waterloo
Department of Psychology
Winter Term 2008
Thursdays 12:30-2:20 am PAS 1241**

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Content of the Course

This course will cover basic theoretical and methodological issues in cultural Organizational Behaviour (OB) research. Given that the science of OB has been largely developed and tested in Western contexts, we will examine what is universal and culture-specific regarding organizational behaviour. More specifically, we will cover a mix of applied and basic topics including: research methods, cognition, the self, negotiation, teams, leadership, personality, and motivation.

Objectives of the Course

Students should leave the course with (a) an understanding of the theoretical and methodological issues in each topic area, (b) an increased ability to critically evaluate research in organizational behaviour in general, and cross-cultural research, in particular, and (c) a well-developed research proposal based on a topic of interest to the student.

Format of the Course

The course is structured as a series of discussions of prescribed readings. The readings are organized around a particular topic area and are intended to provide a common knowledge base from which relevant theoretical, methodological, and practical issues can be addressed. Each week, discussion leaders will facilitate a critical analysis of the assigned readings. All students will write weekly thought papers in preparation for the class discussion.

Course Requirements

1. In-class participation & weekly commentary (30%). This is an honours seminar, so you will be expected to participate during our meetings in a meaningful and high quality manner. You are required to bring to class two copies of a short commentary, one copy for me and one copy for you, which may be used to aid your contribution to the class discussion. This paper should be brief (250-500 words max) and should contain your **reflections** on, and evaluation of, the relevant week's readings. The commentary should not be a summary of the readings. You should aim to comment on each of the readings, even if you are developing a single theme in your notes. The style of the notes is not particularly important; what is important is that you illustrate your thoughts and observations about the readings. Your commentary will not be returned every week, but it will be graded and returned twice during the term (once when you are

discussion leader, and once at random).

2. Discussion leader (30%). One (or more, depending on class size) of you will be required to be a discussion leader week. Come to class with a list of discussion questions that you wish to pose to the class and issues that were raised in your mind as a result of the readings. [Hand in your list of discussion questions with your commentary for that week.] Note that even though one person will be in a leader role, each of you is expected to share your thoughts with the group every meeting. Thus, you should prepare questions, comments, observations, critical evaluations, and so forth, to put to the class for reaction and discussion. On weeks when you are discussion leader, your commentary will be graded and returned to you with comments.

On weeks when you are discussion leader, please arrive to class early to put the tables into seminar format. Then at the end of class, you are responsible for putting the tables back into the regular classroom setup.

3. Research Proposal (40%). You may write the research proposal individually or in a pair with one other student. Develop a research idea related to class content. You should select your topic area and begin formulating your ideas in the fifth week of class and turn in a one paragraph statement of your intentions on February 14. By February 28, you should hand in a list of 4-5 primary articles you will use to develop your theory and hypotheses.

The final product will be an 8-10 page paper (excluding references and appendices), double spaced with 1-inch margins. Type font must not be smaller than 12-pitch Times New Roman. Model your paper on a research journal article. It should include the following sections:

1. Identify research question and why it is interesting/important (\approx 1 page)
2. Review prior literature that informs your research question (\approx 4 pages)
3. Develop your hypotheses (\approx 2 pages) (depending on how you structure your paper, this could be combined with the previous section)
4. Explain how you would test your hypotheses. What is the design? What kind of sample would you need? What measures and methods would you use? (\approx 3 pages)

Be sure to explain your proposed methodology. This paper should follow APA format.

Course Materials:

Most readings are available on PsycInfo and have been posted to the ACE course web page, where they are available for download. Readings marked with an asterisk* are available to be photocopied using your Watcard in PAS room 4028.

TOPIC AND READING LIST

January 10: **Introduction to the Course**
Assign discussion leaders

January 17: Culture and Organizational Behaviour

*Erez, M. & Earley, C. (1993). Culture and Self Identity at Work. New York: Oxford Press, Chapter 2 (pp. 18-37).

Gelfand, M. J., Erez, M., & Aycan, Z. (2007). Cross-Cultural Organizational Behavior. *Annual Review of Psychology*, 58, 479-514.

Additional Readings:

Erez, M. & Earley, C. (1993). Culture and Self Identity at Work. New York: Oxford Press, Chapter 3 (pp. 38-73).

Leung, K. Bhagat R.S., Buchan NR, Erez, M., & Gibson, CB, 2005. Culture and international business. Recent advances and their implications for future research. *Journal of International Business Studies*, 36, 357-378.

Tsui, A.S., Nifadkar, S.S., & Ou, A.Y. (2007). Cross-national, cross-cultural organizational behaviour research: Advances, gaps, and Recommendations. *Journal of Management*, 33(3): 426-478

January 24: The Self and Individualism/Collectivism

Brewer, M.B. & Chen, Ya-Ru, (2007). Where (who) are collectives in collectivism? Toward conceptual clarification of individualism and collectivism. *Psychological Review*, 114, 133-151.

Markus, H.R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion and motivation. *Psychological Review*, 98, 224-253.

Additional Readings:

Kirkman, B.L., Lowe, K.B., & Gibson, C.B. (2006). A quarter century of Culture's Consequences: A review of empirical research incorporating Hofstede's cultural value framework. *Journal of International Business Studies*, 37, 285-320.

Gelfand, M.J., Nishii, L.H., & Raver, J.L. (2006). On the nature and importance of cultural tightness looseness. *Journal of Applied Psychology*, 91, 1225-1244.

Oyserman, D., Coon, H. M., & Kemmelmeier, M. (2002). Rethinking individualism and collectivism: Evaluation of theoretical assumptions and meta-analyses. *Psychological Bulletin*, 128, 3-72.

January 31: Culture and Cognition, Values, and Norms

Heine, S. J. & Hamamura, T. (2007). In Search of East Asian Self-Enhancement. *Personality and Social Psychology Review*, 11(1): 1-24. And Erratum, PSPR 11(2), pp. 204.

Miyamoto, Y., Nisbett, R. E., & Masuda, T. (2006). Culture and the physical environment: Holistic versus analytic perceptual affordances. *Psychological Science*, 17, 113-119.

Morling, B., Kitayama, S., & Miyamoto, Y. (2002). Cultural practices emphasize influence in the United States and adjustment in Japan. *Personality and Social Psychology Bulletin*, 28(3), 311-323.

Sanchez-Burks, J., Lee, F., Choi, I., Nisbett, R., Zhao, S., Koo, J. (2003). Conversing across cultures: East-West communication styles in work and nonwork contexts. *Journal of Personality and Social Psychology* 85(2): 363-372.

Additional Readings:

Holtgraves, T. (1997). Styles of language use: Individual and cultural variability in conversational indirectness. *Journal of Personality and Social Psychology* 73(3): 624-637.

Nisbett, R.E., Peng, K., Choi, I., & Norenzayan, A. (2001). Culture and system of thought: Holistic versus analytic cognition. *Psychological Review*, 108, 291-310.

Perunovic, W.Q.E., Heller, D., & Rafaeli, E. (in press). Within-person changes in the structure of emotion: The role of cultural identification and language. *Psychological Science* 18(7): 607-613.

Schwartz, S. H. (1992). Universals in the content and structure of values: Theoretical advances and empirical tests in 20 countries, in M. P. Zanna (Ed.) *Advances in Experimental Social Psychology*, 25, 1-65. New York: Academic Press.

February 7: Research Proposal Development

Class will meet at the regular time for an introduction on how to use PsycINFO. Our very own library consultant will show you the ins and outs of this program and how to use it to identify articles and chapters on your area of interest.

Then, use this week to review the aspects of culture we have covered and preview the OB topic areas we will discuss in future weeks. Think about applying culture to one of these topic areas or another area relevant to the workplace. Develop a general theme for your final research proposal and begin gathering readings you will need to help develop your design. Hand in a one paragraph statement of your idea in class on February 14.

February 14: Cultural Research Methods

Due: Hand in one paragraph statement of your topic area and idea for research proposal.

Cheng, CY, Lee, F. & Benet-Martinez, V. (2006). Assimilation and contrast effects in cultural frame switching: Bicultural identity integration and valence of cultural cues. *Journal of Cross-Cultural Psychology*, 37(6): 742-760.

*Gelfand, M. J., Raver, J. L., & Holcombe Erhart, K. (2007). Methodological issues in cross-cultural organizational research. In S. Rogelberg (Ed) *Handbook of Industrial and Organizational Psychology Research Methods*. New York: Blackwell, pp. 216-246

Additional Readings:

Brett, J. M., Tinsley, C. H., Janssens, M. J., Barsness, Z. I., and Lytle, A. L. (1997). *New approaches to the study of culture in I/O psychology*. In P. C. Earley and M. Erez (Eds.), *New Perspectives on International/Organizational Psychology* (pp. 75-129). San Francisco, CA: Jossey-Bass Inc. USA.

Heine, S. J., Lehman, D. R., Peng, K., Greenholtz, J. (2002). What's wrong with cross-cultural comparisons of subjective Likert scales? The reference-group effect. *Journal of Personality and Social Psychology*, 82, 903-918.

Ross, M., Xun, W.Q.E., & Wilson, A.E. (2002). Language and the bicultural self. *Personality and Social Psychology Bulletin*, 28(8): 1040-1050.

Schaffer, B.S., & Riordan, C.M. (2003). A review of cross cultural methodologies for organizational research: A best-practices approach. *Organizational Research Methods*, 6, 169-215.

February 21: No class – Reading week

February 28: Culture and Negotiator Cognition

Due: Hand title of research proposal along with list of 4-5 primary articles you will be using to develop your theory and hypothesis.

Gelfand, M. J., Nishii, L. H., Holcombe, K., Dyer, N., Ohbuchi, K., & Fukumo, M. (2001). Cultural influences on cognitive representations of conflict: Interpretations of conflict episodes in the U.S. and Japan. *Journal of Applied Psychology*, 86, 1059-1074.

*Morris, M.W. & Gelfand, M.J. (2005). Cultural differences and cognitive dynamics: Expanding the cognitive perspective on negotiation. In M.J. Gelfand & J.M. Brett (Eds.) *The handbook of negotiation and culture*. Stanford, CA: Stanford Business Books. Pp. 45-70.

Additional Readings

Gelfand, M. J., Smith, V. M., Raver, J., and Nishii, L. (2006). Negotiating relationally: The dynamics of the relational self in negotiations. *Academy of Management Review*, 31, 427-445.

Morris, M.W. & Fu, H.Y. (2001). How does culture influence conflict resolution? A dynamic constructivist analysis. *Social Cognition*, 19(3): 324-349.

March 6: Culture and Negotiation Process

Adair, W. L., & Brett, J. M. (2005). The negotiation dance: Time, culture, and behavioral sequences in negotiation. *Organization Science*, 16, 33-51.

*Barness, Z.I. & Bhappu, A.D. (2005). At the crossroads of culture and technology: Social influence and information-sharing process during negotiation. In M.J. Gelfand & J.M. Brett (Eds.) *The handbook of negotiation and culture*. Stanford, CA: Stanford Business Books. pp. 350-373.

Graham, J.L. & Mintu-Wimsat, A. (1997). Culture's influence on business negotiations in four countries. *Group Decision and Negotiation*, 6:483-502.

Additional Readings

Adair, W. L., Weingart, L. R., & Brett, J. M. (2007). The timing and function of offers in U.S. and Japanese negotiation. *Journal of Applied Psychology* 92(4) 1056-1068.

Adair, W.L. & Brett, J.M. (2005). Culture and negotiation process. In M.J. Gelfand & J.M. Brett (Eds.) *The handbook of negotiation and culture*. Stanford, CA: Stanford Business Books. Culture and negotiation process chapter. Pp. 158-176.

Adair, W., Okumura, T., & Brett, J. M. (2001). Negotiation behavior when cultures collide: The U.S. and Japan. *Journal of Applied Psychology*, 86, 371-385.

Gibson, C. B. (1998). Do you hear what I hear: A framework for reconciling intercultural communication difficulties arising from cognitive styles and cultural values. In P. C. Earley, & M. Erez (Eds.), *New perspectives on international industrial/organizational psychology* (pp. 335-362). San Francisco: The New Lexington Press.

March 13: Culture and Teams

Adair, W. L., Tinsley, H. T., & Taylor, M. S. (2006). Managing intercultural interface: Third cultures, antecedents, and consequences. *Research on Managing Groups and Teams*, 9, 205-232.

Earley, P. C., & Mosakowski, E. (2000). Creating hybrid team cultures: An empirical test of transnational team functioning. *Academy of Management Journal*, 43, 1, 26-49.

Additional Readings

Dahlin, K.B., Weingart, L.R. & Hinds, P.J. (2005). Team diversity and information use. *Academy of Management Journal*, 48(6): 1107-1123.

Erez, M. & Somech, A. (1996). Is group productivity loss the rule or the exception? Effects of culture and group-based motivation. *Academy of Management Journal*, 34, 827-847.

Gibson, C. & Zellmer-Bruhn, M. (2001). Metaphors and meaning: An intercultural analysis of the concept of teamwork. *Administrative Sciences Quarterly*, 46, 274-307.

Kirkman, B. & Shapiro, D. (2001). The impact of team members' cultural values on productivity, cooperation, and empowerment in self-managing work teams. *Journal of Cross-cultural Psychology* 32(5): 597-617.

Von Glinow, M.A., Shapiro, D.L., & Brett, J.M. (2004). Can we talk, and should we? Managing emotional conflict in multicultural teams. *Academy of Management Review*, 29, 578-592.

March 20: Culture and Personality

Schmidt, D.P., Allik, J., McCrae, R.R., & Benet-Martinez, V. (2007). The geographic distribution of big five personality traits: Patterns and profiles of human self-description across 56 nations. *Journal of Cross-cultural Psychology* 38(2): 173-212.

Terracciano, A. et al. (2005). National character does not reflect mean personality trait levels in 49 cultures. *Science* 310(5745): 96-100.

March 27: Culture and Leadership

*House and GLOBE (2004). Leadership and Cultural Variation: The identification of culturally endorsed leadership profiles. In R. House et al. (Eds.) *Culture, leadership, and organizations: The GLOBE study of leadership in 62 nations*. Thousand Oaks, CA: Sage. Pp. 669-719.

Additional Readings

Fu, P.P. & Yukl, G. (2000). Perceived effectiveness of influence tactics in the United States and China. *Leadership Quarterly* 11(2): 251-266.

Graen, G. B. (2006). In the eye of the beholder: Cross-cultural lessons in leadership. *Academy of Management Perspectives*, 20, 95-101.

House, R. J., Javidan, M., Dorfman, P. W., & de Luque, M. S. (2006). A failure of scholarship: Response to George Graen's critique of GLOBE. *Academy of Management Perspectives*, 20, 102-114.

April 3: Culture and Motivation

DeVoe, S., & Iyengar, S. (2004). Managers' Theories of Subordinates: A Cross-Cultural Examination of Manager Perceptions of Motivation and Appraisal of Performance. *Organizational Behavior and Human Decision Processes*, 93, 47-61.

Erez, M. & Somech, A. (1996). Is group productivity loss the rule of the exception? Effects of culture and group-based motivation. *Academy of Management Journal* 39(6): 1513-1537.

Note on avoidance of academic offences:

All students registered in the courses of the Faculty of Arts are expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. When the commission of an offence is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline). For information on categories of offences and types of penalties, students are directed to consult the summary of Policy #71 which is supplied in the Undergraduate Calendar (section 1; on the Web at www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). If you need help in learning what constitutes an academic offence; how to avoid offences such as plagiarism, cheating, and double submission; how to follow appropriate rules with respect to "group work" and collaboration; or if you need clarification of aspects of the discipline policy, ask your TA and/or your course instructor for guidance. Other resources regarding the discipline policy are your academic advisor and the Undergraduate Associate Dean.

Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>.

Note for students with disabilities

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.