

MGT 7106
Group Dynamics: Meso Organizational Behavior
(Micro-OB II)

Course Information:

Fall Semester 2026
Monday 3:30 – 6:15, SCOB 464

Instructor Contact Information:

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Couse Overview

In this seminar you will be learning about a variety of topics from the vast field of Organizational Behavior, such as team diversity & composition, climate, & emotions to name a few. Note that this seminar will emphasize the “meso” side of OB, meaning that we will often take a team-, cross- and multi-level approach.

This course will differ from other courses in OB in that it will not be a surface overview of OB topics. We will focus in-depth on the most current OB research as well as some “oldies but goodies” and review pieces in a topic area. We will also draw on work outside the mainstream OB where appropriate. My objectives for the course are not only to have you learn the content of selected areas of OB, but to have you all thinking critically about research in OB. In particular, where does the research in a particular topic need to go? What questions need to be addressed? How can we design research to address these questions? What other topics and areas need to be integrated? This critical, research oriented approach will culminate in your writing and presenting a research proposal on which you will receive extensive feedback from your class colleagues.

Required Readings:

I have developed a structured set of topics and associated readings but the seminar is intended to be a self-guided learning experience. **The attached reading list is primarily composed of examples of team-, cross- and multi-level research. I have tried to comb the major journals to find as many examples as possible. However, I am sure that I have missed many. Feel free to bring in other articles that could be added to the list.** We will not read all these articles. However, if you are interested in a particular content area, there are plenty of additional readings listed that may help in writing your paper, or future research. I will try to retain some flexibility in both the readings and the schedule. I will likely be updating the list as we progress through the semester. **Students may also wish to add articles they think might be of interest.**

I expect all required readings to be completed prior to each class. In preparing for class discussion, you may want to ask yourself some of the following questions:

- Why was this reading assigned?
- What did you find interesting about this article?

- What appear to be the “big issues” in this week’s body of readings?
- What fundamental questions are the readings attempting to address?
- What new insights did you gain from the readings? What, if anything, was confusing or unconvincing about the articles?
- How has the nature of the field changed over time? (Examples and Students’ Choice)
- In what way does a team-, cross-, or multi-level perspective change our thinking on the selected topic? (Examples and Students’ Choice)
- Were you convinced by the empirical tests of the theories – why or why not? (Examples and Students’ Choice)
- What is the “proper” level of analysis? At what level do the authors operate? (Examples and Students’ Choice)
- Do the levels of theory, measurement, analysis, and conclusion match? (Examples and Students’ Choice)
- How do this week’s readings compare with what we’ve read before? How do they “fit” with the broader discussions we’ve been having? (Examples and Students’ Choice)

Course requirements:

- **Read.**
This sounds like a given, but you will be expected to not only carefully read but also reflect upon the articles assigned each week. This goes for ALL articles, not just those you are interested in or leading discussion on.
- **Speak.**
This links up with the above requirement—you must come to class prepared to participate. In addition to your weekly participation, there will be articles on which you will lead discussion, one session that you will plan and lead, and another in which you will give a brief presentation of a research proposal (see below). Naturally, these will require you to speak.
- **Write.**
You will also write a research proposal to be handed in at the end of the semester (see below).
- **Think.**
(Note that these are NOT in order of importance.)

Participation (60% of your grade)

Your grade will be based largely on your active participation in class. Participation is more than just asking and responding to questions—it also includes evidence of preparation for class and active participation in discussions. For each class you should be prepared to talk about a reading that has been assigned, to offer some thoughts into the area, to answer questions posed by other students, etc. Your participation will also be much greater at certain times, for example, when you are discussion leader or when it is your “Student’s Choice” session.

- Discussion Leaders

Each week, leaders for the following week’s readings will be assigned. As the leader, you will guide the discussion on a particular reading. The articles for each week will be divided among students. You should be prepared to give an overview of the article, critique it, talk about its placement in the research area, etc. This should not be a presentation, rather a discussion, so your classmates participation will be critical. **Please also find and include an article that investigates the session topics from either the *Journal of Applied Psychology* or *Academy of Management Journal* after January 1st of 2020. Writing one-page**

article summaries and some questions to jumpstart the discussion will help. Article summaries and discussion questions should be provided to students prior to class.

- **Session leaders for “Students’ Choice” sessions**

In an effort to incorporate the areas of meso OB research that are of primary interest to the seminar participants, each student will have one class session devoted to a topic of their choice. It is perfectly acceptable, and very likely, that students will select the topic of their research proposal for their session. However, topics will be on a first come, first serve basis—we do not want extensive overlap. These “Students’ Choice” sessions will be toward the end of the semester. Currently, I anticipate having ?? students in the course and have scheduled ?? sessions as “Students’ Choice.” We will modify this if necessary.

For the “Students’ Choice” session, the student’s main responsibilities will be (1) selecting relevant articles for the class to read (2) preparing a summary doc/presentation and (3) leading the discussion.

In selecting the articles, try to choose those that will facilitate the most thought provoking discussion and generate researchable ideas. These are sometimes those articles that are most current, but if there is a critical article that we should be familiar with in the area, you will probably want to assign that. Let’s agree that you will provide a list of 9-10 readings and have a meeting with me one week before the class to decide 5-6 readings for your session.

The presentation for the session you lead does not need to be formal, but should provide enough background for the other students that they feel comfortable with the topic. You should provide an overview of why the topic is important, where the research has been (i.e., how has the area been approached or researched in the past), where the research is now (i.e., what are the critical issues), the strengths and weaknesses in the area, and possible future directions for the area. This presentation should “jump start” the discussion of the articles that have been assigned. We will talk more about these “Students’ Choice” sessions in class.

Research Proposal and Peer Review (40% of your grade)

The research proposal should be on a topic of interest to you that falls within the realm of OB. The proposal should provide a critical review of relevant literature and a well thought out method. Your proposal should meet the following criteria: (1) it is a topic that interests you within the broad field of OB research (2) the proposed research is something that one could actually conduct (3) the proposed research would have a possibility of being published if it were conducted and (4) the proposed research would make a contribution to the research in the area. You should make reasonable assumptions about feasibility, costs, and access to participants. Ideally, this should be a project you will carry out following the semester.

The research proposal should be in APA (or AOM) format. Basically, the proposal will be similar to a standard empirical journal article, minus the results sections. Therefore, it should

- a) State the overall objective in the first paragraph(s)
- b) Provide the necessary background and literature discussion that supports the importance of the objective; gives it substantive meaning; summarizes the strengths, weaknesses, and findings of previous research on the questions; and builds the case for your approach to the question. It

should focus on the specific research question. Consequently, it is likely to be a very selective, rather than exhaustive, discussion of the literature.

- c) Describe the specific research questions and hypotheses that are stated in terms of the actual variables, measures, and study design to be used.
- d) Include a method section. Obviously, you can't fill in every detail, but give us a reasonable outline of what you would like to do.
- e) Conclude with a short discussion section that summarizes what will be concluded if the results turn out (or don't turn out).

The proposal should have enough detail to convince the reader that the paper makes a contribution to the literature and your method is an appropriate way to address the research question. About 15-20 pages of text (no more than 25) should do it. You will receive feedback and suggestions for revisions from both your fellow students and me.

You will be asked to present your research proposal in 1) an initial idea presentation and 2) a research proposal session(s). You will have about 30 ~ 60 minutes for the presentation and discussion (depending on the number of students in class).

A very-close-to-final draft is one week before our Research Proposal Session where we will have research presentations. The final proposal due date: TBA.

The Use of Artificial Intelligence

There has been an increase in artificial intelligence tools (e.g., ChatGPT) that can make completing work easier. While using these tools for your tasks is permitted, their use is subject to GT policies regarding plagiarism and academic dishonesty. For example, **students must clarify how they utilized AI tools to complete their coursework.**

Course Schedule:

Please note the word TENTATIVE in the "Tentative Course Schedule" below. We are going to need to be very flexible in our scheduling, as things may come up along the way that we need to accommodate. For example, I am trying to invite several faculty members to provide you with the opportunity to discuss papers directly with the author. This will likely require a different class meeting time and we will all need to be very flexible. However, we will try to anticipate changes as we go and stick to the schedule as much as possible.

Because our class activities and discussions are dependent on the readings, you are expected to read the materials assigned before they are discussed in class. As mentioned above, your success in this course will largely depend on your attendance and participation in class.

TENTATIVE SCHEDULE

Session	Date	Topic
1	8/24	Introduction / Overview
2	8/31	Overview of the Meso OB Field
3	9/7	<i>Labor Day (No Class)</i>
4	9/14	Teams and Team Diversity
5	9/21	Initial Idea Presentations (Pizza will be provided)
6	9/28	Emotions & Wellbeing
7	10/5	<i>Fall Break (No Class)</i>
8	10/12	Counterproductive & Unethical Behaviors
9	10/19	Students' Choice Workday & Office Hours
10	10/26	Students' Choice
11	11/2	Students' Choice
12	11/9	Students' Choice
13	11/16	Students' Choice
14	11/23	Taking Stock and Open Discussion*/**
15	11/30	Research Proposal Workday & Office Hours
16	12/7	Research Proposal Presentations (Pizza will be provided)
17	12/17	Research Proposal Due

*Bring an article for the open discussion. Choose an article that reflects your “ideal” research study. Come prepared to discuss why you find this article exemplary and how you would emulate this article in your own future research contributions.

**I will bring to class a manuscript and reviews with responses to editor. This packet will be provided prior to the class meeting.

*****Class Reading can be updated one week prior to class*****

Session 1: Introduction / Overview

Session 2: Overview of the Meso OB Field

Johns, G. (2006). The essential impact of context on organizational behavior. *Academy of management review*, 31(2), 386-408.

Mathieu, J. E., Hollenbeck, J. R., van Knippenberg, D., & Ilgen, D. R. (2017). A century of work teams in the Journal of Applied Psychology. *Journal of Applied Psychology*, 102(3), 452-467.

Dalal, R.S., Bhawe, D.P. & Fiset, J. (2014). Within-person variability in job performance: An integrative review and research agenda. *Journal of Management*, 40, 1396 – 1436.

Kanfer, R., Frese, M. & Johnson, R. E. (2017). Motivation related to work: A century of progress. *Journal of Applied Psychology*, 102, 338–355.

Colquitt, J. A., & Zapata-Phelan, C. P. (2007). Trends in theory building and theory testing: a five-decade study of the " academy of management journal". *Academy of Management Journal*, 1281-1303.

Byron, K., & Thatcher, S. (2016). What I know now that I wish I knew then": Teaching theory and theory building. *Academy of Management Review*, 41, 1-8.

Klein, K. J., & Zedeck, S. (2004). Introduction to the special section on theoretical models and conceptual analyses: theory in applied psychology: lessons (re) learned. *Journal of Applied Psychology*, 89(6), 931-933.

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

Feldman, D. (2004). The devil is in the details: Converting good research into publishable articles. *Journal of Management*, 30, 1-6.

Optional:

Chen, G., & Gogus, C. I. (2008). *Motivation in and of work teams: A multilevel perspective*. In R. Kanfer, G. Chen, & R. D. Pritchard (Eds.), *Work motivation: Past, present, and future* (pp. 285–317). New York, NY: Routledge.

Cappelli, P., & Scherer, P. D. (1991). The missing role of context in OB: The need for a meso-level approach. In L. L. Cummings and B. M. Staw, *Research in Organizational Behavior* (Vol. 13, 55-110). Greenwich, CT: JAI Press.

Mowday R. T., & Sutton, R. I. (1993). OB: Linking individuals and groups to organizational contexts. *Annual Review of Psychology*, 44, 195-229.

Bamberger, P. (2008). Beyond contextualization: Using context theories to narrow the micro-macro gap in management research. *Academy of Management Journal*, 51, 839–846.

- Kozlowski, S. W. J., & Bell, B. S. (2013). *Work groups and teams in organizations*. In N. Schmitt & S. Highhouse (Eds.), *Handbook of psychology: Industrial and organizational psychology* (pp. 412-469, Vol. 12, 2nd Ed). London: Wiley.
- Bell, B. S., Kozlowski, S. W. J., & Blawath, S. (2012). *Team learning: An integration and review*. In S. W. J. Kozlowski (Ed.), *The Oxford handbook of organizational psychology* (pp. 859-909). New York: Oxford University Press.
- Ilgen, D. R., Hollenbeck, J. R., Johnson, M., & Jundt, D. (2005). Teams in organizations: From input process-output models to IMO models. *Annual Review of Psychology, 56*, 517-543.
- Mathieu, J.E., Maynard, M.T., Rapp, T., & Gilson, L.L. (2008). Team effectiveness 1997-2007: A review of recent advancements and a glimpse into the future. *Journal of Management, 34*, 410-476.
- Brewer, M.B., & Kramer, R.M. (1985). The psychology of intergroup attitudes and behavior. *Annual Review of Psychology, 36*, 219-243.
- Cartwright, D., & Zander, A. (2003). Origins of group dynamics. In Ott, J.S., Parkes, S.J., & Simpson, R.B. (Eds.), *Classic Readings in Organizational Behavior*. (3rd Ed).
- Kozlowski, S. W. J., & Klein, K. J. (2000). A multilevel approach to theory and research in organizations: Contextual, temporal, and emergent processes. In K. J. Klein & S. W. J. Kozlowski (Eds.), *Multilevel theory, research, and methods in organizations: Foundations, extensions, and new directions* (pp. 3-90). San Francisco, CA: Jossey-Bass.
- Mathieu, J. E., & Chen, G. (2011). The etiology of the multilevel paradigm in management research. *Journal of Management, 37*, 610-641.
- Chen, G., & Kanfer, R. (2006). Toward a systems theory of motivated behavior in work teams. *Research in Organizational Behavior, 27*, 223-267.
- Kanfer, R., Frese, M. & Johnson, R. E. (2017). Motivation related to work: A century of progress. *Journal of Applied Psychology, 102*, 338-355.
- Chen, G., Farh, J. L., Campbell-Bush, E. M., Wu, Z., & Wu, X. (2013). Teams as innovative systems: Multilevel motivational antecedents of innovation in R&D teams. *Journal of Applied Psychology, 98*, 1018-1027.
- O'Reilly, C. A. (1991). Organizational behavior: Where we've been, where we're going. *Annual Review of Psychology, 42*, 427-458.
- Rousseau, D. M. (1997). Organizational behavior in the new organizational era. *Annual Review of Psychology, 48*, 515-546.
- Porter, L. (1996). Forty years of organization studies: Reflections from a mirco perspective. *Administrative Science Quarterly, 41*, 262-269.
- Bartunek, J., Rynes, S., & Ireland, D. (2006). What makes management research interesting and why does

it matter? *Academy of Management Journal*, 49, 9-15.

Brief, A.P., & Dukerich, J.M. (1991). Theory in organizational behavior: Can it be useful? *Research in Organizational Behavior*, 13, 517-554.

Byron, K., & Thatcher, S. (2016). What I know now that I wish I knew then": Teaching theory and theory building. *Academy of Management Review*, 41, 1-8.

Chen, G. (2015). Editorial. *Journal of Applied Psychology*, 1, 1-4.

Colquitt, J. A., & Ireland, R. D. (2009). From the editors: Taking the mystery out of AMJ's reviewer evaluation form. *Academy of Management Journal*, 52, 224-228.

Eden, D. (2008). Thriving in a self-made niche: How to create a successful academic career in organizational behavior. *Journal of Organizational Behavior*, 29, 733-740.

Session 4: Teams and Team Diversity

Roberson, Q. M. (2019). Diversity in the workplace: A review, synthesis, and future research agenda. *Annual Review of Organizational Psychology and Organizational Behavior*, 6, 69-88.

Mathieu, J. E., Hollenbeck, J. R., van Knippenberg, D., & Ilgen, D. R. (2017). A century of work teams in the Journal of Applied Psychology. *Journal of Applied Psychology*, 102(3), 452-467.

Courtright, S. H., Thurgood, G. R., Stewart, G. L., & Pierotti, A. J. (2015). Structural interdependence in teams: An integrative framework and meta-analysis. *Journal of Applied Psychology*, 100(6), 1825.

Hall, E. V., Hall, A. V., Galinsky, A. D., & Phillips, K. W. (2019). MOSAIC: A model of stereotyping through associated and intersectional categories. *Academy of Management Review*, 44, 643-672.

Nkomo, S. M., Bell, M. P., Roberts, L. M., Joshi, A., & Thatcher, S. M. (2019). Diversity at a critical juncture: New theories for a complex phenomenon. *Academy of Management Review*, 44(3), 498-517.

Harrison, D.A., & Klein, K.J. (2007). What's the difference? Diversity constructs as separation, variety, or disparity in organizations. *Academy of Management Review*, 32, 1199-1228.

Joshi, A., & Roh, H. (2009). The role of context in work team diversity research: A meta-analytic review. *Academy of Management Journal*, 52, 599-627

Motro, D., Evans, J. B., Ellis, A. P. J., & Benson, L. III. (2022). Race and reactions to women's expressions of anger at work: Examining the effects of the "angry Black woman" stereotype. *Journal of Applied Psychology*, 107(1), 142-152.

Dupree, C. H. (2024). Words of a Leader: The Importance of Intersectionality for Understanding Women Leaders' Use of Dominant Language and How Others Receive It. *Administrative Science Quarterly*, 69(2), 271-323.

Tai, K., Keem, S., Lee, K. Y., & Kim, E. (2024). Envy influences interpersonal dynamics and team

- performance: Roles of gender congruence and collective team identification. *Journal of Management*, 50(2), 556–587.
- Kim, E., Bhawe, D., & Glomb, T. M. (2013). Emotion regulation in workgroups: The roles of demographic diversity and relational work context. *Personnel Psychology*, 66, 613-644.
- Optional:**
- Creary, S. J. (2023). Taking a “LEAP”: How Workplace Allyship Initiatives Shape Leader Anxiety, Allyship, and Power Dynamics That Contribute to Workplace Inequality. *Academy of Management Review*
- Tran, Q. A. N., Cooley, E., Lisnek, J. A., Brown-Iannuzzi, J. L., & Cipolli, W. (2023). Racialized Sexism: Nonverbal Displays of Power in Workplace Settings are Evaluated as More Masculine When Displayed by White (vs. Black) Women With Implications for the Expression of Ambivalent Sexism. *Personality and Social Psychology Bulletin*,
- Joshi, A. (2014). By whom and when is women's expertise recognized? The interactive effects of gender and education in science and engineering teams", *Administrative Science Quarterly*, 59, 202-239.
- Jackson S. E., & Joshi, A. (2010). Work team diversity. In Zedeck S (Ed.), *APA handbook of industrial and organizational psychology* (Vol. 1, pp. 651–686). Washington, DC: APA.
- Van Knippenberg, D., & Schippers, M. C. (2007). Work group diversity. *Annual Review of Psychology*, 58, 515–541.
- Jackson, S. E., Joshi, A., & Erhardt, N. L. (2003). Recent research on team and organizational diversity: SWOT analysis and implications. *Journal of Management*, 29, 801– 830.
- Van Knippenberg, D., De Dreu, C. K. W., & Homan, A. C. (2004). Work group diversity and group performance: An integrative model and research agenda. *Journal of Applied Psychology*, 89, 1008 –1022.
- Williams, K., & O'Reilly, C., III. (1998). Demography and diversity in organizations: A review of forty years of research. In R. I. Sutton & B. M. Staw (Eds.), *Research in organizational behavior* (Vol. 20, pp. 77–140). Greenwich, CT: JAI Press.
- Srikanth, K., Harvey, S., & Peterson, R. (2016). A dynamic perspective on diverse teams: Moving from the dual-process model to a dynamic coordination-based model of diverse team performance. *Academy of Management Annals*, 10(1), 453-493.
- Joshi, A., Liao, H., & Jackson, S. E. (2006). Cross-level effects of workplace diversity on sales performance and pay. *Academy of Management Journal*, 49, 459-481.
- Reskin, B. F. McBrier, D. B., & Kmec, J. (1999). The determinants and consequences of workplace sex and race composition. *Annual Review of Sociology*, 25, 355-361.
- Ely, R. (1994). The effects of organizational demographics and social identity on relationships among professional women. *Administrative Science Quarterly*, 39, 203-238.

- Tsui, A. S., Egan, T. D., & O'Reilly, C. A. (1992). Being different: Relational demography and Organizational attachment. *Administrative Science Quarterly*, 37, 549-579.
- Lau, D. & Murnighan, J. K. (1998). Demographic diversity and faultlines: The compositional dynamics of organizational groups. *Academy of Management Review*, 23, 325-340.
- Harrison, D. A., Price, K. H., Gavin, J. H., & Florey, A. T. (2002). Time, teams, and task performance: Changing effects of diversity on group functioning. *Academy of Management Journal*, 45, 1029-1045.
- Roh, H., & Kim, E. (2016). The business case for gender diversity: Examining the role of human resource management investments. *Human Resource Management*, 55, 519-534
- Richard, Orlando C., Murthi, B.P.S., & Ismail, K. (2007). The impact of racial diversity on intermediate and long term performance: The moderating role of environmental context. *Strategic Management Journal*, 28, 1213-1233.
- Jehn K. A., Northcraft G. B., & Neale M. A. (1999). Why differences make a difference: A field study of diversity, conflict, and performance in workgroups. *Administrative Science Quarterly*, 44, 741–763.
- Li, Y., Gong, Y., Burmeister, A., Wang, M., Alterman, V., Alonso, A., & Robinson, S. (2020). Leveraging age diversity for organizational performance: An intellectual capital perspective. *Journal of Applied Psychology*. 106, 71-91.
- Kukenberger, M. R., & D’Innocenzo, L. 2020. The building blocks of shared leadership: The interactive effects of diversity types, team climate, and time. *Personnel Psychology*, 73, 125-150.
- Courtright, S. H., Thurgood, G. R., Stewart, G. L., & Pierotti, A. J. (2015). Structural interdependence in teams: An integrative framework and meta-analysis. *Journal of Applied Psychology*, 100(6),1825.
- Schneider, B., Salvaggio, A.N., & Subirats (2002). Climate strength: A new direction for climate research. *Journal of Applied Psychology*, 87(2), 220-229.
- Bradley, B. H., Klotz, A. C., Postlethwaite, B. E., & Brown, K. G. (2013). Ready to rumble: how team personality composition and task conflict interact to improve performance. *Journal of Applied Psychology*, 98(2), 385.
- Zhang, Z., & Peterson, S. J. (2011). Advice networks in teams: The role of transformational leadership and members' core self-evaluations. *Journal of Applied Psychology*, 96(5), 1004.
- Koopmann, J., Lanaj, K., Wang, M., Zhou, L., & Shi, J. (2016). Non-linear effects of team tenure on team psychological safety climate and climate strength: Implications for average team member performance. *Journal of Applied Psychology*, 101, 940-957.
- Liu, D., Mitchell, T., Lee, T., Holtom, B., & Hinkin, T. (2012). When employees are out of step with coworkers: How job satisfaction trajectory and dispersion influence individual- and unit-level voluntary turnover. *Academy of Management Journal*, 55, 1360-1380.

- Grijalva, E., Maynes, T. D., Badura, K. L., & Whiting, S. W. (2020). Examining the “I” in team: A longitudinal investigation of the influence of team narcissism composition on team outcomes in the NBA. *Academy of Management Journal*, *63*, 7-33.
- Yu, L. & Zellmer-Bruhn, M. (2018). Introducing team mindfulness and considering its safeguard role against conflict transformation and social undermining. *Academy of Management Journal* *61*(1), 324–347.
- Moynihan, L. M., & Peterson, R. S. (2001). A contingent configuration approach to understanding the role of personality in organizational groups. *Research in Organizational Behavior*, *23*, 327-378.
- Dineen, B. R., Noe, R.A., Shaw, J.D., Duffy, M.K., & Wiethoff, C. (2007). Level and dispersion of satisfaction in teams: Using foci and social context to explain the satisfaction-absenteeism relationship. *Academy of Management Journal*, *50*, 623-643.
- Gonzalez-Mulé, E., DeGeest, D. S., McCormick, B. W., Seong, J. Y., & Brown, K. G. (2014). Can we get some cooperation around here? The mediating role of group norms on the relationship between team personality and individual helping behaviors. *Journal of Applied Psychology*, *99*, 988–999.
- Jehn, K. A., & Shah, P. P. (1997). Interpersonal relationships and task performance: An examination of mediating processes in friendship and acquaintance groups. *Journal of Personality and Social Psychology*, *72*(4), 775-790.
- Peterson, R. S., Smith, D. B., Martorana, P. V., & Owens, P. D. (2003). The impact of chief executive officer personality on top management team dynamics: One mechanism by which leadership affects organizational performance. *Journal of Applied Psychology*, *88*, 795-808.
- Simons, T.L., & Peterson, R.S. (2000). Task conflict and relationship conflict in top management teams: The pivotal role of intragroup trust. *Journal of Applied Psychology*, *85*(1), 102-111.
- Gibson, C., & Zellmer-Bruhn, M.E. (2001). Metaphors and Meaning: An Intercultural Analysis of the Concept of Teamwork. *Administrative Science Quarterly*, *46*, 274-303.
- Gersick, C. J. G. (1988). Time and transition in work teams: Toward a new model of group development. *Academy of Management Journal*, *31*, 9–41.
- Zellmer-Bruhn, M. E., & Gibson, C. B. (2006). Multinational Organization Context: Implications for Team Learning and Performance. *Academy of Management Journal*, *49*(3). 501-518.
- Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative science quarterly*, *44*(2), 350-383.
- Ancona, D. G. & Caldwell, D. F. (1992). Bridging the boundary: External activity and performance in organizational teams. *Administrative Science Quarterly*, *37*, 634–665.

Session 5: Initial Idea Presentations

Session 6: Emotions & Well-Being

- Duffy, M. K., Lee, K., & Adair, E. A. (2021). Workplace envy. *Annual Review of*

Organizational Psychology and Organizational Behavior, 8, 19-44.

Ashkanasy, N. M., & Dorris, A. D. (2017). Emotions in the workplace. *Annual Review of Organizational Psychology and Organizational Behavior*, 4, 67-90.

Dasborough, M. T., Hannah, S. T., & Zhu, W. (2020). The generation and function of moral emotions in teams: An integrative review. *Journal of Applied Psychology*, 105(5), 433–452

Lee, K., & Duffy, M. K. (2019). A functional model of workplace envy and job performance: When do employees capitalize on envy by learning from envied targets? *Academy of Management Journal*, 62, 1085–1110.

Blustein, D. L., Lysova, E. I., & Duffy, R. D. (2023). Understanding decent work and meaningful work. *Annual Review of Organizational Psychology and Organizational Behavior*, 10, 289-314.

Vohs, K. D. (2015). Money priming can change people's thoughts, feelings, motivations, and behaviors: An update on 10 years of experiments. *Journal of Experimental Psychology: General*, 144(4), e86.

Optional:

Tai, K., Narayanan, J., & McAllister, D. J. (2012). Envy as pain: Rethinking the nature of envy and its implication for employees and organizations. *Academy of Management Review*, 37, 107–129.

Fischer, A. H., & Manstead, A. S. (2008). Social functions of emotion. *Handbook of emotions*, 3, 456-468.

Fischer, A. H., Roseman, I. J. (2007). Beat them or ban them: The characteristics and social functions of anger and contempt. *Journal of Personality and Social Psychology*, 93, 103–115.

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Taking Stock and Open Discussion

Behind-the-scenes:

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