

# The Hong Kong Polytechnic University

## Subject Description Form

<b>Subject Code</b>	MM6121
<b>Subject Title</b>	Meso Organizational Behavior
<b>Credit Value</b>	3
<b>Level</b>	6
<b>Normal Duration</b>	1-semester
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	PhD level standing. Master's research program standing by approval of the instructor only.
<b>Role and Purposes</b>	Evaluate founding theories and contemporary research in the area of meso organizational behavior. This seminar will focus on the areas of research in between individual-level organizational behavior and applied psychology investigation and those at the macro level such as strategic management and organization theory. The focus will be on team-level research, cross-level designs, social networks, the sociological perspective on behavior in organizations, person-organization fit, and macro human resource management research.
<b>Subject Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Integrate theories of meso organizational behavior (OB) and the practice of management.</li> <li>b. Develop analytical and conceptual competencies related to the study of meso organizational behavior.</li> <li>c. Evaluate current organizational behavior issues effectively. Demonstrate an ability to critique research methodologies and findings in the meso organizational behavior literature.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	The domain of meso organizational behavior is broad. The objective of this course is to provide a tour through the topics related to meso issues in organizational behavior so that you can begin to develop a mental map of the content area. In addition, this seminar aims to provide foundation knowledge in classic and contemporary theories, existing controversies, and new developments in developing, designing and testing cross- and multi-level predictions. It is impossible to tour of the field comprehensively so the selected topics are designed to be representative of the general area. The seminar will help you to gain broad familiarity with theory and research concerned with meso-organizational processes and will expose you to analytical skills necessary to critically evaluate and integrate work in this area.

**Teaching/Learning Methodology**

This subject will be taught as a research seminar with an applied focus. Readings from the academic literature form the basis of class seminars. Theories, methodologies and findings on selected topics will be thoroughly discussed. We will choose 13 research areas for the course. Each week, we will try to deal with the following general questions in relation to the specific topic(s) under discussion:

- What do the research studies tell us about this issue?
- To what extent do the studies represent 'good' research?
- What are the theoretical and managerial implications of the research?
- What are the research needs in this field?

During each session of the seminar, 6 to 8 research papers will be evaluated.

**Assessment Methods in Alignment with Intended Learning Outcomes**

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a.	b.	c.			
<b>Continuous Assessment*</b>	<b>100%</b>	✓	✓	✓			
1. Class Preparation and Participation	40%	✓	✓	✓			
2. Discussion Lead	25%	✓	✓	✓			
3. Research proposal	25%	✓	✓	✓			
4. Peer reviews for research proposal	10%	✓	✓	✓			
Total	100 %						

*\*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.*

To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment.

**Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:** the various methods are designed to ensure that all students taking this subject –

- \* have prepared thoroughly for each class sessions
- \* can understand the complexities of the theoretical approaches and methods
- \* can develop logical extensions for future researchers based on current readings

<b>Student Study Effort Expected</b>	Class contact:	
	▪ Seminars	39 Hrs.
	Other student study effort:	
	▪ Preparation for seminars	78 Hrs.
	Total student study effort	117 Hrs.
<b>Reading List and References</b>	<p><b><u>Suggested Readings</u></b></p> <p>Dansereau, F., Yammarino, F. J. &amp; Kohles, J. C. 1999. Multiple levels of analysis from a longitudinal perspective: Some implications for theory building. <i>Academy of Management Review</i>, 24: 346-357.</p> <p>Davis, M. 1971. That's Interesting! Towards a phenomenology of sociology and a sociology of phenomenology. <i>Philosophy of Social Science</i>, 309-344.</p> <p>Dunnette, M. D. 1990. Blending the science and practice of industrial and organizational psychology: Where are we and where are we going? In M. Dunnette &amp; Hough, L. (eds.), <i>Handbook of I/O Psychology</i>, 2<sup>nd</sup> Ed., Volume 1. (pp. 1-27). Palo Alto: Consulting Psychologist Press.</p> <p>Johns, G. 1999. A multi-level theory of self-serving behavior in and by organizations. In Sutton, R. I. &amp; Staw, B. M. (Eds.), <i>Research in Organizational Behavior</i>, 21: 1-38.</p> <p>Pfeffer, J. 1993. Barriers to the advancement of organizational science: Paradigm development as a dependent variable. <i>Academy of Management Review</i>, 18: 599-620.</p> <p>Staw, B. 1985. Repairs on the road to relevance and rigor: Some unexplored issues in publishing organizational research. In L. L. Cummings &amp; P. J. Frost (Eds.), <i>Publishing in the Organizational Sciences</i>, 96-107.</p> <p>Staw, B. 1991. Dressing up like an organization: When psychological theories can explain organizational action. <i>Journal of Management</i>, 17: 805-819.</p> <p>Sutton, R. &amp; Staw, B. 1995. What theory is not. <i>Administrative Science Quarterly</i>, 40: 371-384.</p> <p>Klein, K. J., Dansereau, F. &amp; Hall, R. J. 1994. Level issues in theory development, data collection, and analysis. <i>Academy of Management Review</i>, 19: 195-229.</p> <p>Staw, B. 1984. Organizational behavior: A review and reformulation of the field's outcome variables. In Spence J. T., Darley J. M. &amp; Foss D. J. (Eds.), <i>Annual Review of Psychology</i>, 35: 627-666.</p> <p>Klein, K. J. &amp; Kozlowski, S. W. J. 2000. From micro to meso: Critical steps in conceptualizing and conducting multilevel research. <i>Organizational Research Methods</i>, 3: 211-236.</p> <p>House, R. J., Rousseau, D. M. &amp; Thomas-Hunt, M. 1995. The meso paradigm: A framework for the integration of micro and macro organizational behavior. <i>Research in Organizational Behavior</i>, 17: 71-114.</p>	

- Ostroff, C. 1993. The effects of climate and personal influences on individual behavior and attitudes in organizations. *Organizational Behavior and Human Decision Processes*, 56: 56-60.
- Edwards, J. 1996. An examination of competing versions of the person-environment fit approach to stress. *Academy of Management Journal*, 39: 292-339.
- Cotton, J. L., Vollrath, D. A., Froggatt, K. L., Lengnick-Hall, N. L. & Jennings, K. R. 1988. Employee participation: Diverse forms and different outcomes. *Academy of Management Review*, 13: 8-22.
- Meindl, J. & Erlich, S. 1987. The romance of leadership and the evaluation of organizational performance. *Academy of Management Journal*, 30: 91-109.
- Farh, J. L., Earley, P. C. & Lin, S. C. 1997. Impetus for action: A cultural analysis of justice and organizational citizenship behavior in Chinese society. *Administrative Science Quarterly*, 42: 421-444.
- Jenkins, G. D., Mitra, J. A., Gupta, N. & Shaw, J. D. 1998. Are financial incentives related to performance? A meta-analytic review of empirical research. *Journal of Applied Psychology*, 83: 777-787.
- O'Reilly, C. A. III, Chatman, J A. & Caldwell, D. F. 1991. People and organizational culture: A profile comparison approach to assessing person-organization fit. *Academy of Management Journal*, 34: 487-516.