

MGT 397
Doctoral Seminar

Learning, Leadership, Crisis

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D. Christopher Kayes

Associate Professor

Tel: 202-994-4795

Fax: 202-994-4930

Email: dckayes@gwu.edu

COURSE OVERVIEW

This course will introduce doctoral level students to the process of analyzing and conducting research with an emphasis on the fields of management and organizational behavior. The specific themes will include learning, leadership and crisis. Students will explore these three themes of research in order to better understand the nature of management research and theory. The emphasis will be on

- Use of theory to guide research
- Construction of new theory to further research
- Empirical studies in various forms including qualitative, quantitative, and case studies
- Development of an individualized research plan and themes to guide individuals in their personal research agendas. This will lead to the development of a dissertation and future career as a researcher.

COURSE OBJECTIVES

1. Ensure awareness of core ideas related to knowledge on learning, leadership and crisis
2. Develop ability to apply these concepts in critical thinking and problem solving
3. Prepare students to be scholars and life long learners
4. Develop students ability to develop skills in reviewing literature and writing research papers
5. Have students enjoy the course
6. Expose students to various aspects of the research process including theory construction, constructing a contribution to research literature, and identifying individual themes of interest

HOW OBJECTIVES WILL BE ACHIEVED

- Use a conversational approach to enhance our understanding on the topics
- Develop a general but coherent written position or theory on the nature of organizational behavior as an individual researcher as the basis for future personal, professional and academic inquiry.
- Develop a deep understanding in one area of organizational behavior.

ASSIGNMENTS AND GRADING

Grading is part of any college level course. However, grades often get in the way of the actual learning. Students become so overburdened with trying to perform well and they forget to learn. I am always available to discuss your learning or grades and hope you find that grading in this class does not get in the way of your learning. Assignments are designed to maximize your individual creativity and promote learning through participation rather than strict evaluation. A combination of written papers and class participation will determine your final grade.

Written Assignments

- | | | |
|----------------------------|---|------|
| ▪ In depth research review | - | 40% |
| ▪ Theoretical statement | - | 40% |
| ▪ Class participation | - | 20 % |

IN DEPTH RESEARCH REVIEW

You are to determine an area of OB, human resources, or management that interests you and review between 20-25 research articles, books, or research papers on that topic. No more than five of these articles can be from practitioner journals such as Harvard Business Review. The remaining articles must be research related empirical or theoretical articles or books. The paper you write should demonstrate your knowledge with the topic by providing not just a review, but also a critique of the area. For example, what are the most important findings and conclusions in this area? Are there areas of contention or debate among scholars? What are the fruitful areas for future research and theory development in this area?

The analysis should be submitted on about 10 -15 pages. Paper should follow APA format.

THEORETICAL STATEMENT

You will be required to write a paper that outlines your personal theory of organizations. You might rely on your own personal experience as the basis for this philosophy or rely on the theories presented in class apply them to yourself, or develop your own theory. There are no specific requirements for the context of this paper because I want you to be as creative as possible. The paper should outline your personal philosophy or theory and point to important influences from the class readings or beyond. Don't hesitate to contact me if you have any questions about the paper or if you want to talk about a special interest you might have for this assignment.

The analysis should be submitted on about 10 -15 pages. Paper should follow APA format.

IN CLASS PARTICIPATION

Because you do not have traditional tests in this class, it is expected that you fully and actively participate in class. This includes your full participation in all in class exercises as well as come to class prepared to actively discuss the readings. The success of this class depends upon your participation and involvement.

Class Schedule
Doctoral Research Seminar
Learning, Leadership, Crisis

Jan 14 Introduction: Theory, Research, Practice

Topics covered:

- Organizational paradigms
- Class purpose and expectations

Required readings:

Raelin, Toward an epistemology of practice

Bacharach, Organizational theories: Some criteria for evaluation

Dyer & Wilkins, Better stories, not better constructs to generate better theory

Barley, When I write my masterpiece: Thoughts on what makes a paper interesting

Jan 21 Learning – The experiential approach

Topics covered:

- The experiential approach to learning and its critics
- Building on, modifying and challenging theory
- Various paradigms of learning theory

Required readings:

Kolb & Kolb, Learning styles and learning spaces: Enhancing experiential learning in higher education

Kayes, Experiential learning and its critics: Preserving the role of experience in management education and development

Vince, Behind and beyond Kolb's learning cycle

Reynolds, Learning styles: A critique

Salder-Smith, A reply to Reynold's critique of learning styles

Encyclopedia entries, individual learning, Bailey and Kayes; learning, organizationl, Mezia; learning organization, Burgoyne

Jan 28 Crisis - Conversation lead is Mark

Topics covered:

- The study of crisis
- The role and importance of case studies
- Elements of a crisis case study

Required readings:

Intro chapter from text

Becker, Missed opportunities: The Great Bear Wilderness

Carol, Rudolph, Hatakenaka, Learning from experience in high-hazard organizations

March, Sproull, & Tamuz, Learning from samples of one or fewer

Bacharach & Bamberger, 9/11 and New York City firefighters' post hoc unit support

Barling, Bluen & Fain, Psychological functioning following and acute disaster. JAP

Turner, ASQ

Feb 4 No formal class – work on papers

Feb 11 Learning in organizations Conversation leads are Laura, Jung Hyun, Christina

Topics covered:

- Systems approaches to learning

Required readings:

Edmondson, The local and variegated nature of learning in organizations: A group-level perspective

Crossan, An organizational learning framework: From intuition to institution

Esterby-Smith, Crossan, Nicolini, Organizational learning: Debates Past, Present, Future

Daft & Weick, Toward a model of organizations as interpretive systems

March, Exploration and exploitation in organization in organizational learning

Weick, The collapse of sensemaking in organizations: The Mann Gulch Disaster

Feb 18 Research from the Field

Guest – Lt. Col. Nate Allen, PhD.

Required readings:

Nate Allen dissertation

Feb 25 Leadership I Conversation leads are Vivian, Mark

Required readings:

Pillai, Context and charisma: The role of organization structure, collectivism, and crisis in the emergence of charismatic leadership

Rubin, Leading from within: The effects of emotion recognition

Druskat & Wheeler, Managing from the boundary: The effective leaderships of self-managing work teams

D'Aveni & MacMillan, Crisis and content of managerial communications: A study of the focus of attention of top managers in surviving and failing firms, ASQ

Charting the language of leadership: A methodological investigation of President Bush and the Crisis of 9/11. JAP

Mar 4 Leadership II Conversation leads are Jung Hyun, Jae

To be announced

Mar 11 Learning in teams Conversation lead

Topics covered:

- Learning in a team context
- Levels of analysis
- Quantitative study of learning
- Learning and performance

Required readings:

Chang, Bordia, & Duck, Punctuated equilibrium and linear progression: Toward a new understanding of group development

Kayes, Kayes and Kolb, Experiential learning in teams

Edmondson, Psychological safety and learning behaviors in work teams

Gsvander & Bunderson, learning and performance in multidisciplinary teams

Gibson & Vermeulen, A healthy divide? Subgroups as a stimulus for team learning behavior

Zellmer-Bruhn & Gibson, Multinational organization context: Implications for team learning and performance

Mar 18 Spring Break

Mar 25 Crisis analysis Conversation Leads are Vivan, Laura

Topics covered:

- Application of theory to practice
- Adaptation of an idea to organizations
- Group studies in organizations

Required readings:

Marcus & Goodman, Victims and shareholders: The dilemmas of presenting corporate policy during a crisis

O'Connor, Priem, Coombs & Gilley Do CEO stock options prevent or promote fraudulent financial reporting?

Abolafia & Kilduff, Enacting market crisis: The social construction of a speculative bubble

Perrow, Economic theories of organization

Wright, Can a nation learn? American technology as a network phenomenon

April 8 Change research

Guest, Prof. Sharon Hill, PhD

Required readings:

TBA

**April 15 Learning, culture and change Conversation leads are Jae and
Crystal.**

Topics covered:

- Learning as a cultural phenomenon

- Dysfunctional side of learning
- 'Postmodern' approaches to learning

Required readings:

Schein, Culture: the missing concept in organization studies

Contu & Grey, Against learning

Geertz, Deep play: notes on the Balanese cockfight

Kilduff & Mehra, Postmodernism and organizational research

Reay, Golden-Biddle, Germann, Legitimizing a new role: Small wins and microprocesses of change

Levinthal & March, The myopia of learning

Ravasi & Schultz, Responding to organizational identity threats: Exploring the role of organizational culture

April 22 Learning, Leadership, Crisis Prof. Kayes

Topics covered:

- Crisis as the break down of learning
- The role of leadership in crisis
- Constructing a contribution in organization studies

Required readings:

Kayes, The breakdown of learning in teams

Tempest, Starkey Ennew, In the death zone: a study of limits in the 1996 Mount Everest disaster

Into hot air: A critical perspective on Everest

Kayes, Destructive pursuit of idealized goals

Latham & Locke, Enhancing the benefits and overcoming the pitfalls of goal setting

Kayes, Destructive goal pursuit: The Mount Everest disaster

April 29 Final Presentations

May 6

Papers due

SAMPLE