Psychological Theories

This version: (First official draft)

Course instructors

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Application procedure

Goal and target audience

This course gives doctoral students an introduction to the psychological theories and concepts that have been most influential for management research and practice. At the end of the course, participants will be familiar with the key concepts, respective empirical findings, and their application to management practice. To this end, each participant will be asked to present in class recent research pertaining to the theory s/he chooses, and to conduct an interactive exercise to facilitate a more comprehensive understanding of the theory's relevance for management research and practice.

Application process

By email to regina.dutz@tum.de (Dr. Regina Dutz) until **April 3, 2023**. Participants will be admitted on a first come, first served basis.

Course aims

What this course is

It is an introductory course with a broad focus. Its goal is to provide an overview of theories and familiarizes doctoral students with the general premises of these. Each student can choose one theory to engage with more thoroughly.

What this course is not

This course does not necessarily address the applicability of psychological theories to the doctoral students own research.

Course objectives

Knowledge Objectives

After the course, participants are familiar with a collection of eight psychological theories and their relevance for management research and practice.

Skills Objectives

Participants will know how to read and summarize research own specific theories. They will learn how to communicate their research to an audience of interested laypersons.

Learning Objectives

Participants will learn to understand and apply psychological theories to scientific and practical problems.

Preliminary schedule

Course will be held in person at the TUM main campus (Arcisstr. 21, Building 0505, Room Z577).

Tuesday, 9 May 2023, 9.00 am to 5.00 pm
Tuesday, 20 June 2023, 9.00 am to 1 pm, online (Group Feedback)
Tuesday, 4 July 2023, 9.00 am to 5.00 pm (Presentation Day 1)
Friday, 7 July 2023, 9.00 am to 5.00 pm (Presentation Day 2)

Core readings

Topic 1: Power and Social Influence

Anderson, C., & Brion, S. (2014). Perspectives on power in organizations. *Annual Review of Organizational Psychology and Organizational Behavior, 1*(1), 67-97.

French, J.R., & Raven, B. (1959). The bases of social power. *Studies in Social Power*, 259-269.

Keltner, D., Gruenfeld, D.H., & Anderson, C. (2003). Power, approach, and inhibition. *Psychological Review, 110*(2), 265-294.

*Sturm, R.E., & Antonakis, J. (2015). Interpersonal power: A review, critique, and research agenda. *Journal of Management, 41*(1), 136-163.

Topic 2: Motivation and Goal Setting

*Ariely, D., Kamenica, E., & Prelec, D. (2008). Man's search for meaning: The case of Legos. *Journal of Economic Behavior & Organization, 67*(3-4), 671-677.

Grant, A.M., & Shin, J. (2012). Work motivation: Directing, energizing, and maintaining effort (and research). In R. M. Ryan (Ed.), *The Oxford handbook of human motivation.* (pp. 505-519). Oxford University Press.

Locke, E.A., & Latham, G.P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist, 57*(9), 705-717.

Oldham, G.R., & Hackman, J.R. (2010). Not what it was and not what it will be: The future of job design research. *Journal of Organizational Behavior, 31*, 463-479.

Topic 3: Organizational Justice

Colquitt, J.A., Conlon, D.E., Wesson, M.J., Porter, C.O., & Ng, Y.K. (2001). Justice at the Millennium: A meta-analytic review of 25 Years of organizational justice research. *Journal of Applied Psychology, 86*(3), 425-445.

*Colquitt, J.A., LePine, J.A., Piccolo, R.F., Zapata, C.P., & Rich, B.L. (2012). Explaining the justice–performance relationship: Trust as exchange deepener or trust as uncertainty reducer? *Journal of Applied Psychology, 97*(1), 1-15.

Cropanzano, R., Bryne, Z.S., Bobocal, D.R., & Rupp, D.E. (2001). Moral virtues, fairness heuristics, social entities, and other denizens of organizational justice. *Journal of Vocational Behavior, 58*, 164–209.

Topic 4: Counterproductive/Unethical Work Behavior

Berry, C.M., Ones, D.S., & Sackett, P.R. (2007). Interpersonal deviance, organizational deviance, and their common correlates: a review and meta-analysis. *Journal of Applied Psychology, 92*(2), 410–424.

Chiu, S. & Peng, J. (2008). The relationship between psychological contract breach and employee deviance: The moderating role of hostile attributional style. *Journal of Vocational Behavior, 73*(4), 426-433.

*Detert, J.R., Treviño, L.K., Burris, E.R., & Andiappan, M. (2007). Managerial modes of influence and counterproductivity in organizations: A longitudinal business-unit-level investigation. *Journal of Applied Psychology, 92*(4), 993-1005.

Topic 5: Cognitive Dissonance

Festinger, L., & Carlsmith, J.M. (1959). Cognitive consequences of forced compliance. *The Journal of Abnormal and Social Psychology, 58*(2), 203-210.

Fischer, P., Frey, D., Peus, C., & Kastenmüller, A. (2008). The theory of cognitive dissonance: State of the science and directions for future research. In Meusburger, P., Welker, M., & Wunder, E. (Eds.), *Clashes of knowledge* (pp. 189-198), Springer.

Hinojosa, A.S., Gardner, W.L., Walker, H.J., Cogliser, C., & Gullifor, D. (2017). A review of cognitive dissonance theory in management research: Opportunities for further development. *Journal of Management, 43*(1), 170-199.

*Pugh, S.D., Groth, M. & Henning-Thurau, T. (2011). Willing and able to fake emotions: A closer examination of the link between emotional dissonance and employee well-being. *Journal of Applied Psychology, 96*, 377-390.

Topic 6: Stereotypes and Discrimination

Dovidio, J.F., Hewstone, M., Glick, P., & Esses, V.M. (Eds.). (2010). *The SAGE Handbook of Prejudice, Stereotyping and Discrimination* (chapter 1: Prejudice, Stereotyping and Discrimination: Theoretical and Empirical Overview). Sage.

Heilman, M.E. (2012). Gender stereotypes and workplace bias. *Research in Organizational Behavior, 32*(0), 113-135.

Kubota, J.T., Li, J., Bar-David, E., Banaji, M.R., & Phelps, E.A. (2013). The price of racial bias intergroup negotiations in the ultimatum game. *Psychological Science, 24*(12), 2498–2504.

King, E. B., & Ahmad, A. S. (2010). An experimental field study of interpersonal discrimination toward Muslim job applicants. Personnel Psychology, 63*(4), 881-906.

**Duehr, E.E., & Bono, J.E. (2006). Men, women, and managers: are stereotypes finally changing?. *Personnel Psychology, 59*(4), 815-846.

Topic 7: Decision-making in Groups

Esser, J.K. (1998). Alive and well after 25 Years: A review of groupthink research. *Organizational Behavior and Human Decision Processes, 73*, 116-141.

Mohammed, S., & Ringseis, E. (2001). Cognitive diversity and consensus in group decision making: The role of inputs, processes, and outcomes. *Organizational Behavior and Human Decision Processes, 85*(2), 310-335.

Peterson, R.S., Owens, P.D., Tetlock, P.E., Fan, E.T., & Martorana, P. (1998). Group dynamics in top management teams: Groupthink, vigilance, and alternative models of organizational failure and success. *Organizational Behavior and Human Decision Processes, 73*, 272-305.

**Rose, J. D. (2011). Diverse perspectives on the groupthink theory–a literary review. *Emerging Leadership Journeys, 4*(1), 37-57.

*Burnette, J.L., Pollack, J.M., & Forsyth, D.R. (2011). Leadership in extreme contexts: A groupthink analysis of the May 1996 Mount Everest disaster. *Journal of Leadership Studies, 4*(4), 29-40.

Topic 8: Conflicts in Groups

De Dreu, C.K., & Van Vianen, A.E. (2001). Managing relationship conflict and the effectiveness of organizational teams. *Journal of Organizational Behavior, 22*(3), 309-328.

De Dreu, C.K., & Weingart, L.R. (2003). Task versus relationship conflict, team performance, and team member satisfaction: A meta-analysis. Journal of Applied Psychology, 88(4), 741-749.

*Shaw, J.D., Zhu, J., Duffy, M.K., Scott, K.L., Shih, H.A., & Susanto, E. (2011). A contingency model of conflict and team effectiveness. *Journal of Applied Psychology, 96*(2), 391-400.

*Articles for group discussion in class
**Additional reading (not required)

Course procedures

The course will begin with an introduction to psychological research. At the end of the 1st day, doctoral students will choose a theory (see topics above) and a partner to prepare a group presentation. Each group will receive individual feedback on their prepared materials before their actual presentation. Presentations will be held on the subsequent course days.

Assessment

The course is assessed 100 % through the final group presentation.
Participation in all sessions is mandatory. Participation requires thorough preparation.

Workload

3 ECTS (28 hours lectures incl. breaks, 62 hours preparation and follow-up work; 90 hours total workload)