Course Descriptions
A rapidly growing research area within organizational behavior is the study of emotions in organizations. The purpose of this course is to examine and understand basics in emotions theory and its application in organizational behavior. To do so, we will cover a blend of basic psychological theories and organizational behavior literature so that we can appreciate the prevailing theories and findings in various areas of emotions and organizations, and gain a deep understanding of the psychological basis necessary to fully understand organizational behavior research. Specifically, we will examine how affect (consisting of emotions, moods, and affective traits) influence perceptions and motivate behavior within organizations. We will critically examine the existing knowledge of emotions in organizational life and identify possible future venues of research. We will begin by examining the nature of emotions in general and then focus on the organizational context, examining specific types of emotions and content areas that have been investigated within organizational behavior research.

Course Requirements
The student role will encompass the following requirements for students taking both 951 and 957. For students enrolled only in 957, 2 innovation papers will be due and one 7 to 15 page paper on a theoretical topic (no need to include the research design).

1. Preparation of two 1-3 page “innovations.” These will be very brief presentations of novel hypotheses (something not already known or immediately obvious to researchers in emotions or O.B.). You will state a hypothesis and then present a short justification about why it is a good idea.

2. Preparation of a paper (either 7 to 15 or 15 to 30 page) which adds new knowledge or brings a new perspective to old findings within the field. It is perfectly acceptable to incorporate your short “innovations” into this longer paper (if your ideas have followed a consistent thread), but this is not necessary or even preferred. In any case, the paper should review prior research on your topic or related literatures (if your topic is quite new), and then should pose a set of hypotheses that would be worth pursuing in future research. If possible, you should also describe what an empirical test of your ideas would look like, sketching at least the broad outlines of a research design.
3. Participation:
   a. Lead discussion on subtopics and issues within the seminar through responsibility for a particular set of articles or sub-areas. In this role, first summarize the article briefly (no more than 2 or 3 minutes at most), then present (briefly) what you think are the major strengths and weakness of a paper. Then, pose what you think are interesting or provocative questions (stimulated by the paper) that our class should discuss.
   b. Reactant: Answer questions posed by the discussant or make comments you find relevant to the article. This role is meant to help you constructively develop your critical thinking abilities.

4. Be an active (constructively critical) participant throughout the term.

Preparation for Class Sessions

Each student is expected to come to class prepared to discuss all the required readings for each class session. The essence of this seminar is contained in the quality of the classroom discussion. As you review each reading you might want to consider the following issues:

- What is the basic formulation of the theory (constructs and relationships among them), and what drives the theory?
- What are the underlying assumptions?
- What is the main contribution of this paper? What are the interesting ideas?
- What did the author(s) do well and do poorly?
- Do you believe his or her arguments? What would it take to convince you?
- What are the boundary conditions of the argument, in other words, under what circumstances does the argument apply and not apply?
- What are the critical differences between this author’s argument and others you have read? Can these differences be resolved through an empirical test?

Important Dates

The short "innovation" papers will be due the 4th and 8th weeks of class.
The term paper will be due December 21, 2017
Course Outline
1. Theories of Emotion and their relevance in Organizational Behavior – October 23
2. Affect and Performance – Oct 30
3. Group Affect & Emotional Contagion – Nov 6
4. Emotional labor/regulation & Emotional Culture – Nov 13 - INNOVATION PAPER DUE
5. Affect & Cognition & Decision Making – Nov 20
6. Discrete Emotions – Nov 27
7. Subconscious Affect & Affect/Negotiations – Dec 4
8. Emotional Intelligence – Dec 11 - INNOVATION PAPER DUE

Readings

Week 1. Theories of Emotion and their Relevance in Organizations


Other articles of interest (but not required):


**Week 2. Affect and Performance in Organizational Behavior**

**Dispositional Affect:**


**Performance:**


**Other articles of interest (but not required):**


**Week 3.  Group Affect and Emotional Contagion**


Knight, A.P. (In press). Mood at the midpoint: Affect and change in exploratory search over time in teams that face a deadline. Organization Science.


Knight, A. & Eisenkraft, N. "Positive is usually good, negative is not always bad: The effects of group affect on social integration and task performance", *Journal of Applied Psychology, 1214-1227*.

**Other articles of interest (but not required):**


**Week 4. Emotional Labor/Emotional Regulation & Emotional Culture**


**Other articles of interest (but not required):**


**Week 5. Affect & Cognition and Decision-Making**


**Other articles of interest (but not required):**


**Week 6. Discrete Emotions**


**Other articles of interest (but not required):**


Van Kleef, Gerben A.; Homan, Astrid C.; Beersma, Bianca; Van Knippenberg, Daan; Van Knippenberg, Barbara; et al (2009). Searing sentiment or cold calculation? The effects of leader emotional displays on


**Week 7. Implicit/Unconscious Affect & Affect/Negotiations**


**Other articles of interest (but not required):**


**Week 8. Emotional Intelligence**


**Other articles of interest (but not required):**

