



THE UNIVERSITY of NORTH CAROLINA  
**GREENSBORO**  
Bryan School of Business and Economics

**BUS720: Seminar in Organization Theory**

Fall 2023

Synchronous sessions from 2000 to 2130 (Eastern Time) on  
Aug 17, 31; Sep 14, 28; Oct 12, 26; Nov 9

**INSTRUCTOR INFORMATION**

Name: Arran Caza

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**OFFICE HOURS**

- I will have Zoom office hours from 2000 to 2130 (Eastern Time) on the Wednesdays and Thursdays listed below.
  - Wednesdays: Sep 6; Oct 4, 18; Nov 1, 15, 29
  - Thursdays: Sep 7; Oct 5, 19; Nov 2, 16
- I'm sharing my office hours between two classes (BUS720 and BUS750).
  - I am leaving them shared to maximize my availability, and thus your convenience. I'll respond to folks on first-come first-served basis.
  - In theory, I'd be giving answers to small groups and thus countering both pluralistic ignorance and imposter syndrome, while creating a potential opportunity for the two cohorts to interact. Plus, switching back and forth from OT to regression could allow for serendipitous inspiration.
  - However, based on previous years, I suspect few students will use my office hours, so crowding and wait times are unlikely to be an issue.
- If you want to meet but cannot attend these sessions, send me an email and we will find an alternate time to talk.
- The Zoom link for office hours is available in Canvas. (It is *different* from the synchronous meeting link.)

**COMMUNICATION**

- Email is typically the best way to reach me.
  - It is also the way I will most frequently communicate with you.
- I usually check my email once each business day (Monday through Friday).
- You should typically receive a response from me within two business days.
- When emailing me, please use your UNCG email address.

**CATALOG COURSE DESCRIPTION**

Examines the theory and research related to organizations, including theories that cross micro/macro boundaries and represent novel contributions from organizational perspectives; the history and development of research on organizations.

## **COURSE DESCRIPTION**

This course will introduce you to major theories and debates in organization theory ("OT" for short). OT is a way of understanding the social world derived from the combination and extension of numerous other disciplines (e.g., economics, political science, sociology). OT offers explanations for organizations -- why they exist, why they disappear, why they take the forms that they do, how they interact with their environment, etc. In this context, the term *organization* is used very broadly, it includes not just traditional business entities, but all the institutional structures that shape economic activity (e.g., businesses, non-business organizations, networks, markets).

Strange but true: OT is a subset of organization studies. That is, this course is not about every kind of study involving organizations nor about all the theories that apply to organizations. There are many areas in organization *studies*: strategy, organizational behavior, human resources, etc. OT is one of those specific areas. It is not an inclusive term referring to all the areas.

## **TEACHING METHODS**

The course will be delivered in seminar format. The work in this course involves you reading, thinking deeply, and then composing your thoughts. To assist you in doing so, there will be biweekly synchronous sessions on the dates listed at the top of this syllabus. These sessions will be discussion-based. I will not prepare slides or deliver a lecture. I will not be "teaching you" OT; I will create an environment for you to learn about OT, and then provide feedback on your developing understanding. In synchronous meetings we'll discuss the most recent readings and how they relate to previous ones, and to events in the world.

## **REQUIRED TEXTS/READINGS/REFERENCES**

- There is no textbook.
- Readings will be a mix of classic OT works, modern interpretations, and general research readings.
  - Read all articles carefully before class, and before you write your reflection paper.
  - A complete list is below, organized by session.
- All readings are articles you can access through the library.

The readings are not posted on Canvas. You should seek them out yourself, for three reasons: (a) accessing the articles directly will allow you to get them in the format that best suits your learning needs (e.g., EPUB vs PDF, screen reader enabled, etc.); (b) getting them yourself will allow you to integrate the articles into your reference manager of choice (if you aren't already using a reference manager, start immediately); and (c) when you get the articles, you will incidentally be exposed to other articles on related topics, any of which may provide a lead that advances your personal research.

## **STUDENT LEARNING OUTCOMES (SLOs)**

Upon successful completion of this course, students will be able to

1. Analyze and differentiate the central perspectives of organizational theory
2. Examine the development of organizational theory as a field of study
3. Apply theoretical perspectives in organization theory to develop an appropriate research design for evaluating issues confronting organizations.
4. Evaluate and critique current analytical techniques used in the study of organizations

## **ASSIGNMENTS FOR ACHIEVING LEARNING OUTCOMES**

There will be three kinds of assessment: memos (addressing SLOs 1, 3, 4), class leadership (SLOs 1-4), and a research proposal (SLO 1, 3, 4). Each is described in more detail below.

1. **Class memos** (40%): This is a seminar class, so the learning involves deep engagement with the content. You need to read the assigned material, think about it, make connections between works, and come to grips with the field of OT. We will use class discussions to help with this process, but the real magic happens between your ears, and the best way to encourage that development is by writing about it. ("*How do I know what I think until I see what I say?*" E.M. Forster) Specifically, you will write a memo related to the content of each set of readings. See the document "MemoInstructions.pdf" on Canvas for details.

*Memos are due on the Monday before synchronous sessions (Aug 14, 28; Sep 11, 25; Oct 9, 23; Nov 6)*  
***This schedule includes session 1; you need to submit your first memo before we meet***

2. **Class leadership** (20%): I strongly encourage you to be an active participant in every class discussion; participation will improve your learning and that of your peers. You will lead the discussion in one session. In our first meeting, we will form students into groups, and each group will be responsible for leading the discussion in one synchronous class session. When you lead class, your group is responsible for two key deliverables

(A) Guiding the discussion. Your group will oversee the first 40 minutes of the synchronous session on your topic. I won't lead the class; you will. In those 40 minutes you will

- Facilitate a respectful and productive discussion among all students
- Raise the questions and issues that arise from the memos
- Curate a useful discussion that helps everyone to better understand the material

When preparing to lead class, you should read the articles in even more detail than usual, since you are going to be the class expert on this topic. Think about what you believe are the most important issues and questions. What seems right? What seems mistaken? What is most interesting? What other information do we need to resolve the issues? How do these readings relate to others we have read?

On the Tuesday before class, after the memos are in, I will send you everyone's memo questions. These questions will tell you where your classmates were struggling and which topics they found most interesting. Please use them to help guide your class plan.

You are absolutely NOT supposed to prepare a presentation. You will moderate a discussion among your classmates, **not give a lecture**. I want to emphasize the "not a lecture" point. If you do most of the talking in your session, you should consider that session a failure. Come prepared with prompts and conversation-starting questions, not a slide deck.

(B) Provide a written summary of the unit. As the experts on your topic, you're going to help yourself and your peers remember the essential elements of the unit by providing a study document for use in your upcoming comprehensive exams. See the document "UnitSummary.pdf" on Canvas for details.

3. **Research proposal** (40%): You will have the opportunity to think about a research project that would advance theory in one area of OT research. See the document "ResearchProposal.pdf" on Canvas for details.

*The proposal is due on or before December 3.*

#### **ASSIGNMENT SUBMISSION AND FORMAT**

- Be sure to follow all assignment-specific instructions.

- Submit all written assignments electronically through Canvas before the associated deadline.
- No late submissions will be accepted.
- Please submit your work in either Word (DOC, DOCX) or rich text format (RTF) only.
  - I don't approve of management journals only accepting submissions in a proprietary file format, but I don't have the power to change their behavior, and my responsibility is to prepare you to be successful academic researchers, not to grind my own political axes, so please get used to the format you will need to use in professional practice.
  - PDF submissions will NOT be accepted.
- The program has instituted a policy of requiring plagiarism checks for all assignments. Your submitted work will be processed by TurnItIn.

### **POLICY ON LATE WORK & EXTRA CREDIT**

All assignments are due at 11:59PM on the stated date. Late submissions are not accepted. Extra credit will not be available.

### **EVALUATION AND GRADING**

Final scores will be based on the weights given above and converted to letter grades as indicated below.

<b>Letter Grade</b>	<b>% points accumulated</b>
A	94 – 100
A-	90 - 93.99
B+	86 - 89.99
B	82 - 85.99
B-	78 - 81.99
C	70 - 77.99
F	<70

I will give each deliverable that you submit a letter score, using the criteria below.

- A = Exceptional work. Relative to the assignment instructions, this work had all four of the following qualities
  - It did everything required by the instructions
  - It had no more than minor errors or problems
  - It was done in a clear fashion that was easy to understand
  - It was done in a convincing fashion
- A- = Very strong work. Relative to the assignment instructions, this work did everything required by the instructions, had only minor errors, and had at least one of the following two qualities
  - It was done in clear fashion that was easy to understand
  - It was done in a convincing fashion
- B+ = Strong work. Relative to the assignment instructions, this work did everything required by the instructions and had only minor errors
- B = Good work. Relative to the assignment instructions, this work did everything required by the instructions, but contained meaningful errors
- B- = Needs improvement. This assignment did not do everything required by the instructions or it contained fundamental errors

- C = Unsatisfactory work. This assignment did not do everything required by the instructions and it contained fundamental errors
- F = No valid submission. Either the work was not submitted appropriately on time, or it failed to address the majority of the assignment's requirements and contained fundamental errors

## TOPIC OUTLINE & CALENDAR

It is my intention to follow the calendar as outlined below. However, if the need arises, we may have to adjust it. I will notify all students about any changes.

In a perfect world you would read everything below at the same time and then we would discuss it all, since each of these works influenced developments in the others. Unfortunately, we do not live in a perfect world. So instead, the readings are organized in seven broad topics. These groupings are semi-artificial, since each topic connects to the others, but they nonetheless provide an overview of key ideas in OT. You are correct if you see connections between the groups, and it is a good sign if you find yourself thinking that there is a better way to organize the readings than the one given here. That thought shows that you are developing your own mental map of the field.

In each section, the articles are in a suggested reading order, one that might make it easier to think about how each piece relates to the others. There are also sample questions that you might think about when doing the reading. You do not need to address these questions in your memo, and they are not the only questions raised by these readings. They are just one way that you might organize connections among the readings.

### **Meeting 1: Introduction (Aug 17)**

*What is theory? What is Organization Theory?*

#### Theory

- Scott, W. R. (2004). Reflections on a half-century of organizational sociology. *Annual Review of Sociology*, 30(1), 1–21.
- Lounsbury, M., & Beckman, C. M. (2015). Celebrating Organization Theory. *Journal of Management Studies*, 52(2), 288–308.
- Davis, G. F. (2016). Organization Theory and the Dilemmas of a Post-Corporate Economy. In J. Gehman, M. Lounsbury, & R. Greenwood (Eds.), *Research in the Sociology of Organizations* (Vol. 48, pp. 311–322). Emerald Group Publishing Limited.
- Davis, G. F., & DeWitt, T. (2021). Organization Theory and the Resource-Based View of the Firm: The Great Divide. *Journal of Management*, 47(7), 1684–1697.

#### Examples

- Paulson, S. K. (1980). Organizational size, technology, and structure: Replication of a study of social service agencies among small retail firms. *Academy of Management Journal*, 23(2), 341.
- Saunders, C. S., & Scamell, R. (1982). Intraorganizational distributions of power: Replication research. *Academy of Management Journal*, 25(1), 192.
- Howard, M. D., Withers, M. C., Carnes, C. M., & Hillman, A. J. (2016). Friends or strangers? It all depends on context: A replication and extension of Beckman, Haunschild, and Phillips (2004). *Strategic Management Journal*, 37(11), 2222–2234.
- Goldfarb, B., Zavyalova, A., & Pillai, S. (2018). Did victories in certification contests affect the survival of organizations in the American automobile industry during 1895–1912? A replication study. *Strategic Management Journal*, 39(8), 2335–2361.

#### Research

- Bacharach, S. B. (1989). Organizational Theories: Some Criteria for Evaluation. *Academy of Management Review*, 14(4), 496–515.

- Schwab, A., Aguinis, H., Bamberger, P., Hodgkinson, G. P., Shapiro, D. L., Starbuck, W. H., & Tsui, A. S. (2023). How replication studies can improve doctoral student education. *Journal of Management Scientific Reports*, 1(1), 18–41.

### **Meeting 2: Contingency Theory (Aug 31)**

*Why aren't all organizations the same? Is there a best way to organize? Which factors are most important?*

#### Theory

- Child, J. (1972). Organizational Structure, Environment and Performance: The Role of Strategic Choice. *Sociology*, 6(1), 1–22.
- Schoonhoven, C. B. (1981). Problems with Contingency Theory: Testing Assumptions Hidden within the Language of Contingency “Theory.” *Administrative Science Quarterly*, 26(3), 349–377.
- Donaldson, L. (1987). Strategy and Structural Adjustment to Regain Fit and Performance: In Defence of Contingency Theory. *Journal of Management Studies*, 24(1), 1–24.
- Van de Ven, A. H., Ganco, M., & Hinings, C. R. (2013). Returning to the Frontier of Contingency Theory of Organizational and Institutional Designs. *Academy of Management Annals*, 7(1), 393–440.

#### Examples

- Cucculelli, M., Bettinelli, C., & Renoldi, A. (2014). How small-medium enterprises leverage intangibles during recessions. Evidence from the Italian clothing industry. *Management Decision*, 52(8), 1491–1515.
- Maas, S., Schuster, T., & Hartmann, E. (2018). Stakeholder Pressures, Environmental Practice Adoption and Economic Performance in the German Third-party Logistics Industry—A Contingency Perspective. *Journal of Business Economics*, 88(2), 167–201.
- Gouvard, P., Goldberg, A., & Srivastava, S. B. (2023). Doing Organizational Identity: Earnings Surprises and the Performative Atypicality Premium. *Administrative Science Quarterly*, 00018392231180872.

#### Research

- Aldrich, H. E., Fowler, S. W., Liou, N., & Marsh, S. J. (1994). Other People’s Concepts: Why and How We Sustain Historical Continuity in Our Field. *Organization*, 1(1), 65–80.
- Dau, L. A., Santangelo, G. D., & Arjen, van W. (2022). Replication studies in international business. *Journal of International Business Studies*, 53(2), 215–230.

### **Meeting 3: Agency Theory & Transaction Cost Theory (Sep 14)**

*Why is so much of America's economic activity managed by public corporations? Why isn't everything managed by public corporations? Why have corporations taken the form they have?*

#### Theory

- Coase, R. H. (1937). The nature of the firm. *Economica*, 4(16), 386–405.
  - NOTE: When reading Jensen & Meckling (1976) focus on the ideas, not the formal models. Pay most attention to sections 1, 2.1, 3, 4.2-4.4, and 6.
- Jensen, M. C., & Meckling, W. H. (1976). Theory of the firm: Managerial behavior, agency costs, and ownership structure. *Journal of Financial Economics*, 3(4), 305–360.
- Panda, B., & Leepsa, N. M. (2017). Agency theory: Review of Theory and Evidence on Problems and Perspectives. *Indian Journal of Corporate Governance*, 10(1), 74–95.
- Williamson, O. E. (1981). The Economics of Organization: The Transaction Cost Approach. *American Journal of Sociology*, 87(3), 548–577.
- Cuypers, I. R. P., Hennart, J.-F., Silverman, B. S., & Ertug, G. (2021). Transaction Cost Theory: Past Progress, Current Challenges, and Suggestions for the Future. *Academy of Management Annals*, 15(1), 111–150.

#### Examples

- Geyskens, I., Steenkamp, J.-B. E. M., & Kumar, N. (2006). Make, Buy, or Ally: A Transaction Cost Theory Meta-Analysis. *Academy of Management Journal*, 49(3), 519–543.
- Ray, G., Xue, L., & Barney, J. B. (2013). Impact of Information Technology Capital on Firm Scope and Performance: The Role of Asset Characteristics. *Academy of Management Journal*, 56(4), 1125–1147.
- Joseph, J., Ocasio, W., & McDonnell, M.-H. (2014). The Structural Elaboration of Board Independence: Executive Power, Institutional Logics, and the Adoption of CEO-Only Board Structures in U.S. Corporate Governance. *Academy of Management Journal*, 57(6), 1834–1858.
- Penney, C. R., & Combs, J. G. (2020). A Transaction Cost Perspective of Alliance Portfolio Diversity. *Journal of Management Studies*, 57(6), 1073–1105.

#### Research

- Sutton, R. I., & Staw, B. M. (1995). What theory is not. *Administrative Science Quarterly*, 40(3), 371.
- Kohler, T., & Cortina, J. M. (2021). Play It Again, Sam! An Analysis of Constructive Replication in the Organizational Sciences. *Journal of Management*, 47(2), 488–518.

#### **Meeting 4: Networks & Resource Dependence Theory (Sep 28)**

*Is it even appropriate to talk about organizations as independent units? What role does interdependence play in organizational phenomena? How should we account for networks, power, and mutuality?*

#### Theory

- Emerson, R. M. (1962). Power-dependence relations. *American Sociological Review*, 27(1), 31–41.
- Salancik, G. A., & Pfeffer, J. (1974). The Bases and Use of Power in Organizational Decision Making: The Case of a University. *Administrative Science Quarterly*, 19(4), 453–473.
- Granovetter, M. (1985). Economic Action and Social Structure: The Problem of Embeddedness. *American Journal of Sociology*, 91(3), 481–510.
- Casciaro, T., & Piskorski, M. J. (2005). Power Imbalance, Mutual Dependence, and Constraint Absorption: A Closer Look at Resource Dependence Theory. *Administrative Science Quarterly*, 50(2), 167–199.
- Davis, G. F., & Cobb, J. A. (2010). Resource dependence theory: Past and future. In C. Bird Schoonhoven & F. Dobbin (Eds.), *Stanford's Organization Theory Renaissance, 1970–2000* (Vol. 28, pp. 21–42). Emerald Group Publishing Limited.

#### Examples

- Tatarynowicz, A., Sytch, M., & Gulati, R. (2016). Environmental Demands and the Emergence of Social Structure: Technological Dynamism and Interorganizational Network Forms. *Administrative Science Quarterly*, 61(1), 52–86.
- Choi, T. J., & Valente, M. (2022). The Crisis in Local Newspapers and Organizational Wrongdoing: The Role of Community Social Connectedness. *Organization Science*.
- Xia, W., Steensma, H. K., & Bai, X. (2023). When Do Collaborative First Moves Diminish Nationality-Based Homophilic Preferences? An Examination of Chinese Venture Capital Investment Syndicates. *Administrative Science Quarterly*, 68(2), 355–394.
- Zhang, V., Mohliver, A. C., & King, M. (2023). Where Is All the Deviance? Liminal Prescribing and the Social Networks Underlying the Prescription Drug Crisis. *Administrative Science Quarterly*, 68(1), 228–269.

#### Research

- Davis, G. F. (2010). Do Theories of Organizations Progress? *Organizational Research Methods*, 13(4), 690–709.
- Crawford, G. C., Skorodiyevskiy, V., Frid, C. J., Nelson, T. E., Booyavi, Z., Hechavarria, D. M., Li, X., Reynolds, P. D., & Teymourian, E. (2022). Advancing Entrepreneurship Theory Through Replication: A

Case Study on Contemporary Methodological Challenges, Future Best Practices, and an Entreaty for Communitarity. *Entrepreneurship Theory and Practice*, 46(3), 779–799.

### **Meeting 5: Ecological Approaches (Oct 12)**

*Why are organizations the way they are, in terms of numbers, types, sizes, etc.? Is the diversity of organizations best explained by adaptation or selection?*

#### Theory

NOTE: When reading Hannan & Freeman (1977) you should understand the intuitions provided by the model. You don't need to memorize the details of the formulae.

- Hannan, M. T., & Freeman, J. (1977). The Population Ecology of Organizations. *American Journal of Sociology*, 82(5), 929–964.
- Hannan, M. T., & Freeman, J. (1984). Structural Inertia and Organizational Change. *American Sociological Review*, 49(2), 149–164.
- Young, R. C. (1988). Is Population Ecology a Useful Paradigm for the Study of Organizations? *American Journal of Sociology*, 94(1), 1–24.
- Baum, J. A. C., & Amburgey, T. L. (2017). Organizational Ecology. In J. A. C. Baum (Ed.), *Blackwell Companion to Organizations* (pp. 304–326). John Wiley & Sons, Ltd.

#### Examples

- Xu, D., Lu, J. W., & Gu, Q. (2014). Organizational Forms and Multi-population Dynamics: Economic Transition in China. *Administrative Science Quarterly*, 59(3), 517–547.
- Clement, J. (2023). Missing the Forest for the Trees: Modular Search and Systemic Inertia as a Response to Environmental Change. *Administrative Science Quarterly*, 68(1), 186–227.
- Li, Y., & Khessina, O. M. (2023). Before Birth: How Provisional Spaces Shape the Localized Emergence of New Organizational Forms. *Academy of Management Journal*.

#### Research

- Suddaby, R. (2014). Editor's Comments: Why Theory? *Academy of Management Review*, 39(4), 407–411.
- Leavitt, K., Mitchell, T. R., & Peterson, J. (2010). Theory Pruning: Strategies to Reduce Our Dense Theoretical Landscape. *Organizational Research Methods*, 13(4), 644–667.

### **Meeting 6: Behavioral Decision-making (Oct 26)**

*What is the role of choice in the development of organizations? What's the role of determinism? Is "learning" an organizational reality, a useful metaphor, or a misleading illusion?*

#### Theory

- Easterby-Smith, M., Crossan, M., & Nicolini, D. (2000). Organizational Learning: Debates Past, Present and Future. *Journal of Management Studies*, 37(6), 783–796.
- Cohen, M. D., March, J. G., & Olsen, J. P. (1972). A Garbage Can Model of Organizational Choice. *Administrative Science Quarterly*, 17(1), 1–25.
- March, J. G. (1991). Exploration and Exploitation in Organizational Learning. *Organization Science*, 2(1), 71–87.
- Maula, M., Heimeriks, K. H., & Keil, T. (2022). Organizational Experience and Performance: A Systematic Review and Contingency Framework. *Academy of Management Annals*.

#### Examples



- Bendor, J., & Shotts, K. W. (2012). Chance, Preferences, and Predictions in Garbage Can Theory. In A. Lomi & J. Richard Harrison (Eds.), *The Garbage Can Model of Organizational Choice: Looking Forward at Forty* (Vol. 36, pp. 99–137). Emerald Group Publishing Limited.
- Madsen, P. M., & Desai, V. (2010). Failing to Learn? The Effects of Failure and Success on Organizational Learning in the Global Orbital Launch Vehicle Industry. *Academy of Management Journal*, 53(3), 451–476.
- Park, S., Piezunka, H., & Dahlander, L. (2023). Coevolutionary Lock-In in External Search. *Academy of Management Journal*, 1–1.
- Jones, M., & Schou, P. K. (2023). Structuring the Start-Up: How Coordination Emerges in Start-Ups through Learning Sequencing. *Academy of Management Journal*, 66(3), 859–893.

#### Research

- Davis, G. F. (2015). Celebrating Organization Theory: The After-Party. *Journal of Management Studies*, 52(2), 309–319.
- Lange, D., & Pfarrer, M. D. (2017). Sense and Structure: The Core Building Blocks of an AMR Article. *Academy of Management Review*, 42(3), 407–416.

#### **Meeting 7: Institutionalism (Nov 9)**

*How much choice do organizational members have? How important are nonrational processes? How amenable is any of it to empirical testing?*

#### Theory

- Meyer, J. W., & Rowan, B. (1977). Institutionalized Organizations: Formal Structure as Myth and Ceremony. *American Journal of Sociology*, 83(2), 340–363.
- DiMaggio, P. J., & Powell, W. W. (1983). The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields. *American Sociological Review*, 48(2), 147–160.
- Gilmartin, M. J., & D’Aunno, T. A. (2007). Leadership Research in Healthcare A Review and Roadmap. *Academy of Management Annals*, 1, 387–438.
- Alvehus, J., & Hallonsten, O. (2022). Institutional Logics and Functionalist Differentiation Theory: Challenges and pathways forward. *Organization Theory*, 3(3).
- Siraz, S. S., Claes, B., De Castro, J. O., & Vaara, E. (2023). Theorizing the Grey Area between Legitimacy and Illegitimacy. *Journal of Management Studies*, n/a(n/a).

#### Examples

- Cummings, T. G., & Cummings, C. (2022). Language and the Evolution of Academic Fields: The Case of Organization Studies. *Academy of Management Learning & Education*, 21(4), 598–623.
- Lewis, B. W., & Carlos, W. C. (2022). Avoiding the Appearance of Virtue: Reactivity to Corporate Social Responsibility Ratings in an Era of Shareholder Primacy. *Administrative Science Quarterly*, 67(4), 1093–1135.
- Sharkey, A., Pontikes, E., & Hsu, G. (2022). The Impact of Mandated Pay Gap Transparency on Firms’ Reputations as Employers. *Administrative Science Quarterly*, 67(4), 1136–1179.

#### Research

- Suddaby, R., Hardy, C., & Huy, Q. N. (2011). Where Are the New Theories of Organization? *Academy of Management Review*, 36(2), 236–246.
- Cronin, M. A., Stouten, J., & Van Knippenberg, D. (2021). The Theory Crisis in Management Research: Solving the Right Problem. *Academy of Management Review*, 46(4), 667–683.

### **“Meeting” 8: Summary Feedback (Nov 20)**

There is no meeting on Nov 20. This note is here as a reminder that you need to send your feedback to the leaders of Meeting 8 so they can finalize the study notes for you.

### **ACADEMIC INTEGRITY POLICY**

Students must comply with the Academic Integrity Policy on all work submitted for the course. Refer to the following URL: <https://osrr.uncg.edu/academic-integrity/>.

### **ACCOMMODATIONS**

UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must register with the Office of Accessibility Resources and Services (OARS) in 215 Elliott University Center, 334-5440, [oars.uncg.edu](http://oars.uncg.edu).

Students may request accommodations for religious holidays under applicable laws. See <https://catalog.uncg.edu/academic-regulations-policies/university-policies/> for more information.

Students should remind the instructor in advance when accommodation affects course activities, to ensure that the instructor has updated systems accordingly.

### **ATTENDANCE POLICY**

Attending synchronous sessions is optional, except for the date you choose to lead the discussion.

### **FINAL EXAMINATION**

There will not be a final exam.

### **HEALTH AND WELLNESS**

Your health impacts your learning. Throughout your time in college, you may experience a range of health issues that can cause barriers to your learning. These might include physical ailments, illnesses, strained relationships, anxiety, elevated levels of stress, alcohol/drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website (<https://shs.uncg.edu/>) or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. Help is always available.

### **LEARNING ENVIRONMENT**

I want to create a productive and inclusive learning environment of mutual respect. If you experience or witness any instances of inappropriate behavior you can contact me directly and seek out the following resources:

- UNCG Counseling Center (non-reporting agency/confidential) 336.334.5874
- Murphie Chappell, Title IX Coordinator (reporting agent) 336.256.0362 or [mechappe@uncg.edu](mailto:mechappe@uncg.edu)
- University Police (reporting agent) 336.334.4444

For more information on UNCG’s policies regarding harassment, visit the UNCG Sexual Harassment Policy ([https://policy.uncg.edu/university\\_policies/title-ix-policy/](https://policy.uncg.edu/university_policies/title-ix-policy/)).

Likewise, if you are personally dealing with challenges or concerns that are barriers to your success, Student Health Services and The Counseling Center can help. You can learn about the free, confidential mental health

services available on campus by calling 336-334-5874, visiting the website for Student Health Services (<https://shs.uncg.edu/>), or visiting the Anna M. Gove Student Health Center at 107 Gray Drive.

**TECHNICAL SUPPORT**

Students with technical issues with the course and email should contact 6-TECH for support either by email, phone, or chat (<https://uncg.service-now.com/support/>). Please also let me know about the issue and if there will be any delays in resolving it.

END OF SYLLABUS