**Syllabus – PhD in Management**

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| Anno Offerta / Academic Year | 2024/25 |
| Corso di Studio / PhD | PhD in Management |
| Insegnamento/Modulo | Experimental design for organization research |
| Periodo Didattico /Term | 2 |
| Anno Corso / Year of the course | 1 |
| Settore | ORGANIZATION |
| CFU | 3 |
| Ore Attività Frontali / Total Hrs | 15 |

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| **Tipo Testo** | **Testo in Italiano/Inglese** |
| OBIETTIVI/LEARNING GOALS | The objectives of the course are to familiarize students with the golden standards of scientific inquiry, namely experimental research; to expose them to the different variations of experimental designs; and to enable them to plan and conduct their own experiments. |
| RISULTATI DI APPRENDIMENTO ATTESI/INTENDED LEARNING OUTCOMES | Conoscenza e comprensione/ knowledge and understanding:  Upon completing this course, students should be able to:   1. distinguish the main features of experimental research design 2. identify different types of experimental design |
| Capacità di applicare conoscenza e comprensione/ Applying knowledge and understanding:  Applying these designs in their own research topics/fields |
| Autonomia di giudizio/ making judgments:   1. Critically assessing the quality of extant research to discern which scientific evidence is more reliable 2. Make judgments about the feasibility of different types of designs vis-à-vis the conditions and needs |
| Abilità comunicative/ communication skills:  Presenting research papers |
| Capacità di apprendimento/ learning skills:  Learning how to read papers and present/select the main features to discuss in plenary |
| PREREQUISITI / ENTRY REQUIREMENTS | None |
| CONTENUTI DEL CORSO / COURSE CONTENTS | Session 1: **The Basics of experimental designs**  Readings   * Bolinger, M. T., Josefy, M. A., Stevenson, R., & Hitt, M. A. (2022). Experiments in strategy research: A critical review and future research opportunities. *Journal of Management, 48*(1), 77-113. * Levine, S. S., Schilke, O., Kacperczyk, O., & Zucker, L. G. (2023). Primer for Experimental Methods in Organization Theory. *Organization Science, 34*(6), 1997-2025. * Podsakoff, P. M., & Podsakoff, N. P. (2019). Experimental designs in management and leadership research: Strengths, limitations, and recommendations for improving publishability. *The Leadership Quarterly, 30*(1), 11-33.   Session 2: **Rigor & Ethical issues**  Readings   * Le Texier, T. (2019). Debunking the stanford prison experiment. *American Psychologist*, *74*(7), 823. * Lonati, S., Quiroga, B. F., Zehnder, C., & Antonakis, J. (2018). On doing relevant and rigorous experiments: Review and recommendations. *Journal of Operations Management*, *64*, 19-40. * Rajkumar, K., Saint-Jacques, G., Bojinov, I., Brynjolfsson, E., & Aral, S. (2022). A causal test of the strength of weak ties. *Science*, *377*(6612), 1304-1310.   Session 3: **Scenario-based designs**  Readings  General:   * Aguinis, H., & Bradley, K. J. (2014). Best practice recommendations for designing and implementing experimental vignette methodology studies. *Organizational Research Methods, 17*(4), 351-371.   Exemplary studies:   * Lanz, L., Briker, R., & Gerpott, F. H. (2024). Employees adhere more to unethical instructions from human than AI supervisors: Complementing experimental evidence with machine learning. *Journal of Business Ethics, 189*(3), 625-646. * Spence, J. R., & Keeping, L. M. (2010). The impact of non‐performance information on ratings of job performance: A policy‐capturing approach. *Journal of Organizational Behavior, 31*(4), 587-608.   Session 4: **Field & natural experiments, Intervention studies**  Readings  General:   * Greenberg, J., & Tomlinson, E. C. (2004). Situated experiments in organizations: Transplanting the lab to the field. *Journal of Management, 30*(5), 703-724.   Exemplary studies:   * Liao, H., Feng, Q., Zhu, L., & Guan, O. Z. (2023). The award goes to… someone else: A natural quasi-experiment examining the impact of performance awards on nominees’ workplace collaboration. *Academy of Management Journal, 66*(5), 1303-1333. * Jacobsen, C. B., Andersen, L. B., Bøllingtoft, A., & Eriksen, T. L. M. (2022). Can leadership training improve organizational effectiveness? Evidence from a randomized field experiment on transformational and transactional leadership. Public *Administration Review, 82*(1), 117-131   General:   * Lambert, B., Caza, B. B., Trinh, E., & Ashford, S. (2022). Individual-centered interventions: Identifying what, how, and why interventions work in organizational contexts. *Academy of Management Annals, 16*(2), 508-546.   Exemplary studies:   * Heskiau, R., & McCarthy, J. M. (2021). A work–family enrichment intervention: Transferring resources across life domains. *Journal of Applied Psychology, 106(*10), 1573–1585.   Session 5: **Within-person experimental designs**  Readings  General:   * Charness, G., Gneezy, U., & Kuhn, M. A. (2012). Experimental methods: Between-subject and within-subject design. *Journal of Economic Behavior & Organization*, *81*(1), 1-8.   Exemplary studies:   * Delanoeije, J., & Verbruggen, M. (2020). Between-person and within-person effects of telework: a quasi-field experiment. *European Journal of Work and Organizational Psychology, 29*(6), 795-808. * Shockley, K. M., Gabriel, A. S., Robertson, D., Rosen, C. C., Chawla, N., Ganster, M. L., & Ezerins, M. E. (2021). The fatiguing effects of camera use in virtual meetings: A within-person field experiment. *Journal of Applied Psychology*, *106*(8), 1137. |
| TESTI DI RIFERIMENTO / REFERENCE BOOKS | See the above list of papers as mandatory.  Additional suggested readings:  - Barnes, C. M., Guarana, C., Lee, J., & Kaur, E. (2023). Using wearable technology (closed loop acoustic stimulation) to improve sleep quality and work outcomes. Journal of Applied Psychology, 108(8), 1391–1407.  - Bendahan, S., Zehnder, C., Pralong, F. P., & Antonakis, J. (2015). Leader corruption depends on power and testosterone. The Leadership Quarterly, 26(2), 101-122.  - Dennerlein, T., & Kirkman, B. L. (2022). The hidden dark side of empowering leadership: The moderating role of hindrance stressors in explaining when empowering employees can promote moral disengagement and unethical pro-organizational behavior. Journal of Applied Psychology, 107(12), 2220–2242.  - Fontes, A., & Dello Russo, S. (2021). An experimental field study on the effects of coaching: The mediating role of psychological capital. Applied Psychology, 70(2), 459-488.  - Hu, J. J., Kim, D., & Lanaj, K. (2024). The benefits of reflecting on gratitude received at home for leaders at work: Insights from three field experiments. Journal of Applied Psychology.  - Jazaieri, H., & O'Neill, O. A. (2024). Thanks in Advance: The Social Function of Gratitude Expressions to Employees in Distress. Academy of Management Discoveries.  - Maynard, M. T., Mathieu, J. E., Rapp, T. L., Gilson, L. L., & Kleiner, C. (2021). Team leader coaching intervention: An investigation of the impact on team processes and performance within a surgical context. Journal of Applied Psychology, 106(7), 1080–1092. |
| METODOLOGIE DIDATTICHE/ TEACHING METHODS | The students will read papers and other materials before class and discuss them in class under the guidance of the instructor |
| MODALITÀ DI VERIFICA E DI ACCERTAMENTO DELL’APPRENDIMENTO/ DETAILED DESCRIPTION OF ASSESSMENT METHOD | * Participation in class discussion (30%) * Final assignment (70%): Develop a research proposal that builds upon the contents of the course and uses an experimental design.   **Evaluation criteria of assignment –** The Academic Grading System valid in US is used for the evaluation of the students: an ‘A’ grade requires deep reflections, critical insights, and effective analysis; a ‘B’ grade requires understanding of course materials, clear and logical thinking. Lower grades mean that students lack these requirements.  **Late assignment policy –** Students must appreciate assignment due dates as proper deadlines. Barring serious problems, late assignments will be marked down.  **Final Grades Releasing–** Final grades with specific feedback on attendance/participation and performance will be release to each student via email within one month from the due date of the Final Assignment. |