

**EMBA 545 03W – Organizational Transformation**  
Spring 2014 – March 31 – June 8

Instructor: Dr. John Humphreys  
 Email: john.humphreys@tamuc.edu  
 Phone: Office: (903) 886-5941  
 Fax: (903) 886-5702  
 Office: CBT 311  
 Office Hours: MTW 9:00 – 11:00 AM. E-mail: anytime ☺

---

**Required Texts (and journal readings):** No textbook is required, as we will use journal articles that you will access from the electronic periodical databases (ABI Inform and/or Business Source Complete). **The following assigned readings will be assigned throughout the term:**

- Atkinson, P. (2005). Managing resistance to change. *Management Services*, **49**(1), 14-19.
- Bass, B.M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, **18**(3): 19-31.
- Bass, B.M., & Steidlmeier, P. (1999). Ethics, character, and authentic transformational leadership behavior. *Leadership Quarterly*, **10**(2): 181-217.
- Clark, T.R. (2005). A mouse of change, a lion of resistance. *Leader to Leader*, **35**: 47-52.
- Goldberg, R.A. (2005). Leading yourself through change. *LIA*, **25**(4), 20-22.
- Humphreys, J.H. (2002). Transformational leader behavior, proximity, and successful services marketing. *Journal of Services Marketing*, **16**(6): 487-502.
- Humphreys, J. (2003). The dysfunctional evolution of goal setting. *MIT Sloan Management Review*, **44**(4), 96.
- Humphreys, J. (2004). The vision thing. *MIT Sloan Management Review*, **45**(4), 96.
- Humphreys, J. (2005a). Developing the big picture. *MIT Sloan Management Review*, **47**(1), 96.
- Humphreys, J.H. (2005b). Contextual implications for transformational and servant leadership: A historical approach. *Management Decision*, **43**(10), 1410-1431.
- Humphreys, J. (2007). Weakness or opportunity? *MIT Sloan Management Review*, **48**(3): 96.
- Humphreys, J., & Langford, H. (2008). Managing a corporate culture slide. *MIT Sloan Management Review*, **49**(3), 25-27.
- Joni, S.A., & Beyer, D. (2009). How to pick a good fight. *Harvard Business Review*, **87**(12):

48-57.

Kerber K., & Buono, A.F. (2005). Rethinking organizational change: Reframing the challenge of change management. *Organizational Development Journal*, 23(3), 23-38.

Kotter, J.P. (2007). Leading change: Why transformation efforts fail. *Harvard Business Review*, 85(1), 96-103.

Kotter, J.P., & Schlesinger, L.A. (2008). Choosing strategies for change. *Harvard Business Review*, 86(7): 130-139.

Lewis, L.K., Schmisser, A.M., Stephens, K.K., & Weir, K.E. (2006). Advice on communicating during organizational change. *Journal of Business Communication*, 43(2), 113-137.

Loup, R., & Koller, R. (2005). The road to commitment: Capturing the head, hearts and hands of people to effect change. *Organizational Development Journal*, 23(3), 73-81.

O'Connor, E.J. (2006). Creating organizational support for change. *Physician Executive*, 32(3), 76-78.

Tushman, M.L., & O'Reilly, C.A. III (1996). Ambidextrous organizations: Managing evolutionary and revolutionary change. *California Management Review*, 38(4): 8-30.

### **Course Description:**

This course examines the full range of leader behavior from both a micro and macro perspective, emphasizing the significant role of authentic, transformational leadership in important follower and organizational outcomes. Specifically, the course will address the role of identifiable leader behaviors along two primary facets: 1) individual, group, and organizational motivation, morale, performance, satisfaction, and commitment; and 2) successful organizational change management and transformation.

### **Course Objectives:**

- Demonstrate comprehension of the full range of leader behavior.
- Demonstrate applicable knowledge of the transformational and active transactional leader behaviors needed to augment individual follower, group, and organizational motivation, morale, and performance.
- Demonstrate comprehension of the concepts, tools, and leadership needed to understand the dynamics of organizational change.

### **Electronic system to use during the course:**

Students will find some of the course materials in the eCollege course management program and will become familiar with the features of the program as you use them. Please read the Announcement page of the class site. **I do not use all of the features of the eCollege site and**

**will explain my process during our first chat session. You will get the journal articles through the electronic periodical databases (ABI Inform and Business Source Complete).** On occasion I will have various papers and slide presentations found under “doc sharing.” I will correspond with you **frequently** by e-mail (Leo mail). Please make it a habit to check it daily at a minimum.

### **Course Requirements**

This is a web-based course using asynchronous and synchronous communication for the delivery of course material. Students are expected to participate in all elements of the course. All assignments should be e-mailed to me at john.humphreys@tamuc.edu. **I do not use a drop box. While early preparation is valued, I would suggest you do not begin writing your first literature review until after the first chat session.**

Synchronous communications (i.e., Chat Sessions) will occur **Tuesday nights from 7:00 PM to 8:00 PM, Commerce, TX** time. We will have our first session on **4/01/14**. Students will use the Class Live Pro portion of the eCollege site to participate in these discussions. These sessions are designed to clarify course material. If for any reason you miss a scheduled chat, these sessions are archived and can be accessed by entering the Class Live Pro at a later date.

<b>Grade Evaluation</b>	<b><u>Points</u></b>
Literature Reviews (2)	800
Final Comprehensive Change Plan	400
<hr/>	
TOTAL	1,200

### **Grade Conversion**

- A = 1,080 or greater (90%)
- B = 960 – 1,079 (80% - 89%)
- C = 840 – 959 (70% - 79%)
- F = 839 or below

### **Description of Evaluation Criteria**

**Literature Reviews** – On two (2) occasions (see calendar), I will ask you to prepare written literature reviews demonstrating your understanding of the full range of leader behavior and organizational change. The reviews must be saved as Word documents and e-mailed to me before 8:00 AM on the due date (400 points each). The lit reviews will be graded based upon timeliness, specificity, journal support, and the firmness of your grasp of the material.

**Final Comprehensive Change Plan** – A final change plan summarizing the outcome of the total change project will be submitted (400 points). This plan should assess the action steps and potential (anticipated) outcomes in relation to the assigned reading. This can be either an individual or group project. We will negotiate this after I see the class make up.

### Format for Exam and Other Assignments:

The following guidelines for all written assignments should be used.

- typed
- double-spaced
- include the student name, assignment information, and date in upper right-hand corner
- no** title page
- one-inch margins all around (top, bottom, right and left)
- contain **no** header or footer (except page numbers)
- Times New Roman 12 font
- use headings to denote subject change in the paper
- All citation to be in APA style

**STUDENTS WITH DISABILITIES:** - The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Student Disability Resources and Services.

#### Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library, Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

**STATEMENT ON ACADEMIC INTEGRITY:** - Academic honesty is the foundation of the university community. Cheating, plagiarism, or other acts of academic dishonesty compromise the integrity of the academic process and community and are subject to disciplinary action. For this class, plagiarism will result in automatic failure (final course grade of F).

### Term Calendar

Date	Week	Lectures, Readings, & Exams	Individual – Group Assignments
3/31	1	Introduction and Electronic Periodical Databases	Download the required journal readings and read Bass (1990) and Bass & Steidlmeier (1999)  Assign Transformational Leadership Review

4/07	2	The Evolution of Leadership Thought	Read Humphreys (2002) and Humphreys (2005b)
4/14	3	The Full Range of Leader Behavior	Personal assessment using the MLQ
4/21	4	The Ethics of Transformational Leadership	Read Tushman & O'Reilly (1996) and Humphreys & Langford (2008)  <b>Transformational Leadership Review due by 8:00 AM</b>  Assign Org Change Review
4/28	5	Revolutionary versus Evolutionary Organizational Change	Read Kotter (2007) and Humphreys (2003, 2004, 2005a, 2007)
5/05	6	Why Transformation Efforts Fail	Read Kotter & Schlesinger (2008), Kerber & Buono (2005), and Goldberg (2005)
5/12	7	Transformation Strategies	Read Atkinson (2005), Clark (2005), and Joni & Beyer (2009)  <b>Organizational Change Review due by 8:00 AM</b>  Assign Final Comprehensive Transformation Plan
5/19	8	Managing Resistance	Read Lewis et al. (2006), Loup &

			Koller (2005), and O'Connor (2006)
5/26	9	Communication	
6/02	10	Wrap-Up	<b>Final Change Plan due by 8:00 AM on June 5th.</b>

### Graduate Literature Review Paper Analysis Grading Rubric

	<b>Far Exceeds Standards</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Fails to Meet Standards</b>
<b>Completeness of review (60%)</b>	Superior completeness; student's review of the literature is extraordinarily thorough  (216 – 240)	Complete; student's review of the literature covers most all seminal articles  (192 – 215)	Mostly complete but with gaps in some areas; student's review is missing some key works  (168 – 191)	Incomplete in most respects  (0 – 167)
<b>Focus on follower outcomes (20%)</b>	Student's review is almost exclusively focused on how the leadership theory/model impacts critical follower outcomes  (72 – 80)	Student's review is largely focused on how the leadership theory/model impacts critical follower outcomes  (64 – 71)	Student's review is somewhat focused on how the leadership theory/model impacts critical follower outcomes  (56 – 63)	Student's review largely ignores how the leadership theory/model impacts critical follower outcomes  (0 – 55)
<b>Writing quality (10%)</b>	Writes extraordinarily clearly and insightfully  (36 – 40)	Writes clearly and effectively  (32 – 35)	Writing has content but is unfocused  (28 – 31)	Fails to communicate in an adequate manner  (0 – 27)
<b>APA Format (10%)</b>	Uses APA format accurately  (36 – 40)	Uses APA format with only minor violations  (32 – 35)	Format demonstrates incomplete knowledge of APA style  (28 – 31)	Fails to use APA style  (0 – 27)

**Scoring Key:**

_____	<b>Far Exceeds Standards = 360 – 400</b>
_____	<b>Exceeds Standards = 320 - 359</b>
_____	<b>Meets Standards = 280 - 319</b>
_____	<b>Fails to Meet Standards = &lt; 280</b>

**Graduate Organizational Change Plan Grading Rubric**

	<b>Far Exceeds Standards</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Fails to Meet Standards</b>
<b>Comprehensiveness of plan (60%)</b>	Superior completeness; student's plan is extraordinarily thorough and specific based on the suggested outline  <b>(216 – 240)</b>	Complete; student's plan is thorough and specific based on the suggested outline  <b>(192 – 215)</b>	Mostly complete but with gaps in some areas based on the suggested outline or lacks specificity  <b>(168 -191)</b>	Incomplete and lacks adequate detail  <b>(0 – 167)</b>
<b>Focus on implementable action steps (20%)</b>	Action steps are extraordinarily specific and supported  <b>(72 - 80)</b>	Action steps are complete and mostly supported  <b>(64 - 71)</b>	Action steps are fairly complete but there are gaps and support is limited  <b>(56 - 63)</b>	Action steps are inadequate and/or unsupported  <b>(0 - 55)</b>
<b>Writing quality (20%)</b>	Writes extraordinarily clearly and insightfully  <b>(72 - 80)</b>	Writes clearly and effectively  <b>(64 - 71)</b>	Writing has content but is unfocused  <b>(56 - 63)</b>	Fails to communicate in an adequate manner  <b>(0 - 55)</b>

**Scoring Key:**

_____	<b>Far Exceeds Standards = 360 - 400</b>
_____	<b>Exceeds Standards = 320 - 359</b>
_____	<b>Meets Standards = 280 - 319</b>
_____	<b>Fails to Meet Standards = &lt; 280</b>