

MGT 585 – MANAGEMENT & ORGANIZATIONAL BEHAVIOR

Fall 2015 – Sections 04W and 06W

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Required Text (and journal readings):

Bauer, T., & Erdogan, B. (2010). *Organizational Behavior*, v. 1.1. ISBN: 978-1-4533-2768-5.

*This book can be purchased directly from Flat World Knowledge (www1.flatworldknowledge.com) with the following available options:

Student Formats and Costs:

- Digital All Access Pass: \$42.00
Includes—Access to online, offline, and eBook formats: online book with Study Pass, chapter PDFs, and eBook files for tablets, e-readers, and smartphones.
- Study Pass: \$24.00
Includes—Access to the online book only with study tools like note-taking and highlighting; study aids like flashcards; and study view, which collapses each chapter into key terms and key takeaways. This option is acceptable for my class, as the majority of our work will be in the journal literature.
- Black & White Print Textbook: \$69.00
Includes—A black and white hard-copy text plus bonus access to online and eBooks.
- Color Print Textbook: \$134.00
Includes—A color hard-copy text plus bonus access to online book.

*This book is also available for purchase through the TAMUC bookstore.

The following readings will be assigned throughout the term as directed by the semester calendar attached and/or at the specific direction of the instructor. Additional readings will be assigned as the course evolves throughout the term:

Caruth, D.L., Caruth, G.D., & Humphreys, J.H. (2009). Towards an experiential model of problem initiated decision making. *Journal of Management Research*, 9(3), 123-132.

Humphreys, J.H. (2002a). Transformational leader behavior, proximity, and successful services. *Journal of Services Marketing*, 16(6), 487-502.

Humphreys, J. (2002b). The best of intentions. *Harvard Business Review*, 80(7), 31-34.

- 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., Ahmed, Z., & Pryor, M. (2009). World-Class Bull. *Harvard Business Review*, 87(5), 35-42.
- Humphreys, J.H., & Einstein, W.O. (2004). Leadership and temperament congruence: Extending the expectancy model of work motivation. *Journal of Leadership & Organizational Studies*, 10(4), 58-79.
- Humphreys, J., & Langford, H. (2008). Managing a corporate culture slide. *MIT Sloan Management Review*, 49(3), 25-27.
- Humphreys, J.H., Novicevic, M.M., Hayek, M., Gibson, J.W., Pane Haden, S., & Williams, W.A. (2015). Disharmony in New Harmony: Insights from the narcissistic leadership of Robert Owen. *Presentation at the 75th annual meeting of the Academy of Management*.
- Humphreys, J.H., Novicevic, M.M., Smothers, J., Pane Haden S.S., Hayek, M., Williams, W.A., Jr., Oyler, J.D., & Clayton, R.W. (in press). The collective endorsement of James Meredith: Initiating a leader identity construction process. *Human Relations*.
- Humphreys, J., Oyler, J., Pryor, M., & Pane, S. (2010). Lost in translation. *Journal of Business Strategy*, 31(2), 13-17.
- Humphreys, J.H., Pane Haden, S., Clayton, R., Novicevic, M.M., & Gibson, J.W. (2011). Lillian McMurry of Trumpet Records: Integrity and authenticity in the charismatic, constructive narcissist leader. *Journal of Leadership & Organizational Studies*, 18(1), 40-55.
- Humphreys, J.H., Randolph-Seng, B., Pane Haden, S.S., & Novicevic, M.M. (in press). Integrating libertarian paternalism into paternalistic leadership: The choice architecture of H.J. Heinz. *Journal of Leadership & Organizational Studies*.
- Joni, S.A., & Beyer, D. (2009). How to pick a good fight. *Harvard Business Review*, 87(12), 48-57.
- Mobley, M.E., & Humphreys, J. (2006). How low will you go? *Harvard Business Review*, 84(4), 33-44.

Novicevic, M.M., Humphreys, J.H., Buckley, M.R., Cagle, C., & Roberts, F. (2011). Effective leadership in unexpected places: A sociohistorical analysis of the Red Tops dance orchestra. *Business Horizons*, 54(6), 529-540.

Pane Haden, S., & Cooke, J. (2012). Is morale irrelevant? *MIT Sloan Management Review*, 53(2), 96.

Pfeffer, J., & Sutton, R.I. (2006). What's wrong with pay-for-performance. *Industrial Management*, 48(2), 12-17.

Pryor, M.G., Humphreys, J., & Taneja, S. (2008). Freeing prisoners of work. *Industrial Management*, 50(5), 21-24.

Course Description:

This course provides an in-depth seminar emphasizing the development of the skills and knowledge required for successful managerial performance in organizations. It focuses on such areas as creative problem-solving, individual differences, supportive communication, use of power and influence, motivation theories and techniques, leadership theories, incentive systems, employee and team development, organizational change, and managing conflict.

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 welcome 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 Class Live Pro session. You will get the journal articles through the electronic periodical databases (ABI Inform and Business Source Complete).** I will correspond with you **frequently** by e-mail to you're My Leo accounts. Please make it a habit to check your e-mail often.

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. Students will only be graded for their participation during the week of the scheduled instruction. **While early preparation is valued, I would suggest you do not begin writing your first case until after we discuss it during 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 **Tuesday, 9/01/15**. Students will use the Class Live Pro portion of the eCollege site to participate in these discussions. If for any reason you miss a scheduled chat, these sessions are archived and can be accessed by entering Class Live Pro at a later date. However, please make every effort to make the first session "live" so all of your questions can be addressed.

Course Objectives:

- Demonstrate applicable knowledge of the common skills needed for managerial effectiveness within the functions of management
- Demonstrate applicable knowledge of various human behavior and motivation techniques relating to leading individuals and teams
- Demonstrate comprehension of values, power, and influence relating to organizational culture, change, and ethical decision-making in global contexts

Grade Evaluation

Points

Case Analyses (4)	600
Final Literature Review paper	400
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TOTAL	1,000

Grade Conversion

- A = 900 or greater (90%)
- B = 800 - 899 (80% - 89%)
- C = 700 - 799 (70% - 79%)
- F = 699 or below

Description of Evaluation Criteria

Case Studies – As directed on three occasions, you will prepare written analyses based on application of management and organizational behavior concepts. These analyses must be typed (double-spaced) and turned in (e-mail to john.humphreys@tamuc.edu) by 8:00 AM on the due date (150 points each). The case analyses will be graded based upon timeliness, specificity, depth and breadth of literature review and analysis, and journal SUPPORT for your assertions and recommendations.

Final Literature Review paper – The final paper is worth 400 points and will be a comprehensive literature review demonstrating breadth and depth of knowledge of an organizational behavior topic of interest (e.g., transformational leadership, work motivation, the social construction of leader identity, organizational change, organizational citizenship behaviors, organizational commitment, etc.). The topic will be negotiated with and approved by the instructor.

General Format for Written Assignments:

- Typed, double-spaced, one-inch margins all around (top, bottom, right and left)
- Student name, assignment information, date in, and page number upper right-hand corner
- no** title page
- 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

TENETS OF COMMON BEHAVIOR STATEMENT: All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (See current Student Handbook).

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).

Semester Calendar

1

Date	Day	Week	Topics	Assignments
9/01	T	1	Course Introduction (Management & OB), Case Analysis, Literature Review, Periodical Databases, & APA Style	Show up ☺ Read Chapters 1, 11, & 14 Assign Case #1 – CDBG Assign Final Literature Review Paper – topic to be negotiated Assign Caruth, Caruth, & Humphreys (2009) for reading
9/08	T	2	Problem Solving & Organizational Change	Read Chapters 3 & 4 Assign Humphreys &

				Einstein (2004), Humphreys et al. (2010), and Humphreys (2003) for reading
9/15	T	3	Debriefing of Case 1 Individual Differences	Read Chapters 5 & 6 Assign Pfeffer & Sutton (2006) and Humphreys et al. (2011) for reading CDBG case due on 9/14 by 8:00 AM Assign Case #2 – to be announced
9/22	T	4	Work Motivation & Incentives	Read Chapters 12 & 13 Assign Humphreys (2002a) and Humphreys (2005b) for reading
9/29	T	5	Leadership and Power	Assign Humphreys, Randolph-Seng et al. (in press) and Humphreys, Novicevic et al., (in press) for reading
10/06	T	6	Debriefing of Case 2	Case #2 due on 10/05 by 8:00 AM Read Chapters 7, 8, & 10 Assign Joni & Beyer (2009) and Humphreys, Novicevic, Hayek et al. (2015) for reading

				Assign Case #3 – to be announced
10/13	T	7	Communication and Managing Conflict	Read Chapter 15 Assign Humphreys (2004, 2005a, 2007) and Pryor, Humphreys, & Taneja (2008) for reading
10/20	T	8	Organizational Culture	Read Chapter 9 Assign Novicevic et al. (2011) for reading
10/27	T	9	Groups and Teams	Read Chapter 11
11/03	T	10	Debriefing of Case 3	Case #3 due on 11/02 by 8:00 AM Assign Case #4 – to be announced Assign Humphreys (2002b), Humphreys, Ahmed, & Pryor (2009), and Mobley & Humphreys (2006) for reading
11/10	T	11	Diversity and Ethical Decision Making in a Dynamic World	
11/17	T	12	Debriefing of Case 4	Case #4 due on 11/16 by 8:00 AM
11/24	T	13	No Class Live Pro Session	Time for research and Thanksgiving travel
12/01	T	14	Summary and Wrap Up	
12/08	T	15	Research	
12/15	T	16	Final Paper	Final Paper due on 12/15 by 8:00 AM

Graduate Case Analysis Assessment Rubric

Criteria	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
<p>Identification of Critical Issues (10%)</p> <p>In some cases, case issues will be stated. In other cases, it will be the student's responsibility to identify the salient issues.</p>	Identifies all of the most critical managerial issues clearly and with supported (journal support) rationale statements as to why each issue was included.	Identifies all of the most critical managerial issues clearly with rationale statements as to why each issue was included.	Identifies the majority of the most critical managerial issues with some indication of rationale as to why each issue was included.	Identifies few, if any, of the most critical managerial issues and/or provides no rationale as to why each issue was included.
<p>Literature Review of the issues identified as critical (30%)</p> <p>Students should review the journal literature in the ABI Inform and Business Source Complete electronic periodical databases and report what we know about the identified issues.</p>	Provides a complete and clear review of the scholarly journal literature to support the knowledge associated with each identified issue.	Provides a substantial and clear review of the scholarly journal literature to support the knowledge associated with each identified issue.	Provides a fairly substantial and clear review of the journal literature to support the knowledge associated with each identified issue.	Provides an incomplete review of the journal literature and fails to support the knowledge associated with each identified issue.
<p>Evaluation of Alternatives (20%)</p> <p>There will often be competing ideas and guidance within the journal literature. Students must identify and evaluate the strengths and limitations of various possible actions before offering concrete recommendations.</p>	Identifies and evaluates a comprehensive set of alternatives for each managerial issue, providing the strengths and limitations of all alternatives with convincing and supported arguments.	Identifies and evaluates a comprehensive set of alternatives for each managerial issue, providing the strengths and limitations of all alternatives with reasonably convincing and supported arguments.	Identifies and evaluates a comprehensive set of alternatives for each managerial issue, providing the strengths and limitations of all alternatives with supported arguments.	Fails to identify and evaluate a comprehensive set of alternatives for each managerial issue, providing the strengths and limitations of all alternatives with convincing and supported arguments.

<p>Supported Recommendations (30%)</p> <p>Students must develop the most effective and feasible combination of alternatives to address the issues identified, researched, and evaluated.</p>	Articulates and persuasively defends effective and feasible recommendations that address all of the identified issues.	Articulates and effectively defends effective and feasible recommendations that address all of the identified issues.	Lists and largely defends effective and feasible recommendations that address most of the identified issues.	Fails to list and/or defend effective and feasible recommendations that address most of the identified issues.
<p>References (10%)</p> <p>Students must offer a complete reference list of all works cited within their analysis (APA style).</p>	Student provides a complete APA style references list with all in-text cited articles listed in the references (20 or >).	Student provides a complete APA style references list with all in-text cited articles listed in the references (15- 19).	Student provides a mostly complete APA style references list with all in-text cited articles listed in the references (10 - 14).	Student fails to provide at least 10 references or fails to do so in APA style.

Final Literature Review Paper Rubric

Criteria	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
Demonstrate a grasp of the evolution of knowledge regarding the OB topic researched – 30%.	Student demonstrates a firm grasp of the applicable knowledge of the evolution of the OB topic.	Student demonstrates a grasp of most of the applicable knowledge of the evolution of the OB topic.	Student demonstrates some applicable knowledge of the evolution of the OB topic.	Student demonstrates little applicable knowledge of the evolution of the OB topic.
Demonstrate knowledge of the theory, limitations, and application of the major perspectives of the OB topic –	Student demonstrates exemplary knowledge of the theory, limitations, and application of the major	Student demonstrates good knowledge of the theory, limitations, and application of the major perspectives of	Student demonstrates some knowledge of the theory, limitations, and application of the major perspectives of	Student demonstrates little knowledge of the theory, limitations, and application of the major perspectives of

60%.	perspectives of the OB topic.	the OB topic.	the OB topic.	the OB topic.
Demonstrate the ability to present a complete reference list of all works cited within the literature review (APA style) – 10%.	Student provides a complete APA style references list with all in-text cited articles listed in the references (30 or >).	Student provides a complete APA style references list with all in-text cited articles listed in the references (25- 29).	Student provides a mostly complete APA style references list with all in-text cited articles listed in the references (20 - 24).	Student fails to provide at least 20 references or fails to do so in APA style.