

# MGT 585 – MANAGEMENT & ORGANIZATIONAL BEHAVIOR

Fall 2025 – Section 91E 83607

L3Harris - Tuesdays, Thursdays 5:00 - 7:30 PM

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Office Hours: T and Th 4:00 PM. By phone or on site by appointment/after class.

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## Required Text:

Bauer, T., & Erdogan, B. (2021). **Organizational Behavior: Bridging Science and Practice**, v. 4.0, Flatworld ISBN: 978-1-4533-3767-7 (<https://catalog.flatworldknowledge.com/books>).

\*The text is available from Flatworld as online access only (\$39.95) or online access plus hard copy (\$64.95). You may also purchase an access pass from the ETAMU bookstore for \$65.

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## The following readings will also be assigned (see course calendar):

Humphreys, J.H. (2005). Contextual implications for transformational and servant leadership: A historical investigation. *Management Decision*, 43: 1410-1431.

Humphreys, J.H., & Einstein, W.O. (2004). Leadership and temperament congruence: Extending the expectancy model of work motivation. *Journal of Leadership & Organizational Studies*, 10: 58-79.

Humphreys, J.H., Novicevic, M.M., Hayek, M., Gibson, J.W., Pane Haden, S., & Williams, W.A. (2016). Disharmony in New Harmony: Insights from the narcissistic leadership of Robert Owen. *Journal of Management History*, 22: 146-170.

Humphreys, J.H., Novicevic, M.M., Pane Haden, S.S., & Hasan, M.K. (2021). Enabling leadership: Whitney Young, Jr. as dramaturgical director of the U.S. civil rights movement. *Journal of Management History*, 27: 186-204.

Humphreys, J.H., Novicevic, M.M., Smothers, J., Pane Haden S.S., Hayek, M., Williams, W.A., Jr., Oyler, J.D., & Clayton, R.W. (2015). The collective endorsement of James Meredith: Initiating a leader identity construction process. *Human Relations*, 68: 1389-1413.

Humphreys, J.H., Pane Haden, S.S., & Novicevic, M.M. (2023). The elaboration of facades of conformity using the historic case of the Pullman porters. *Academy of Management Annual meeting, Boston, MA*. (provided in course content).

Humphreys, J.H., Randolph-Seng, B., Pane Haden, S.S., & Novicevic, M.M. (2015). Integrating libertarian paternalism into paternalistic leadership: The choice architecture of H.J. Heinz. *Journal of Leadership & Organizational Studies*, 22: 187-201.

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

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

### **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 personality and individual differences, leadership theories and leader identity construction processes, use of power and influence, motivation theories and techniques, and incentive systems, as precursors and barriers (i.e., organizational misfit, facades of conformity) to positive employee outcomes such as high morale, job satisfaction, organizational commitment, and organizational citizenship behaviors.

### **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 and tools relating to leading employees towards positive employee outcomes
- Demonstrate comprehension of values, power, and influence relating to organizational culture and decision-making in organizational contexts

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

Students will find some course materials in the D2L Brightspace course shell. You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu). I will use the LMS gradebook for submissions.

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

If you are having technical difficulty with any part of D2L Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Course sessions will be taught in person onsite at L3Harris on Tuesday and Thursday evenings (5:00 - 7:30 PM CT) beginning **Tuesday, October 21st** and ending on **Tuesday, December 9th**

(final course date is 12/12). I will, however, use the LMS gradebook, content, and e-mail functionality.

### Grade Evaluation

### Points

Case Analyses (3)	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 Responses** – As directed on three occasions, you will prepare written analyses based on *application* of management and organizational behavior concepts to the brief Leading and Motivating through Individual Differences case. These analyses must be typed (double-spaced) and placed in the course site drop box by 8:00 AM on the due date (200 points each). The case analyses will be graded based upon timeliness, specificity, depth and breadth of analysis, and rationale for your assertions.

**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, servant leadership, complexity leadership, work motivation, the social construction of leader identity, organizational citizenship behaviors, job satisfaction, organizational commitment, etc.). The topic will be negotiated with and approved by the instructor and submitted via the course site drop box by 8:00 AM on December 12<sup>th</sup>.

### 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 citations be in APA style

**Preferred Way to be Contacted:** E-mail. I check my e-mail often and will get back to you as soon as I can. It would be rare if I didn't respond within 24 hours, usually much, much sooner. Never hesitate to contact me. I like students and I love teaching so I'm here for you if you need me. You may certainly also text me if we need to discuss your work.

**Attendance:** Obviously, I want you to attend my class meetings. I will do my best to motivate you to attend. If you must miss a session, please review the recording at your earliest convenience. You will be responsible for material covered in class. For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).  
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

**Late Work Policy:** I'd prefer for your assignments to not be late. Currency and timeliness are very important to your learning. I will, however, accept late work on an individual basis that will need to be cleared with me prior to the due date.

**Syllabus Change Policy:** The syllabus is a guide. Circumstances and events, such as student progress or current events, may make it necessary for me to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

**Student Conduct:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).  
<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)  
<http://www.albion.com/netiquette/corerules.html>

**Academic Integrity:** Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. 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 failure (final course grade of F). For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

**Empowering Responsible and Ethical Use of AI:** I encourage the use of AI tools, such as ChatGPT, to enhance your learning experience. AI can be a powerful resource for generating ideas, conducting research, and improving analytical skills. However, it is crucial to use these tools responsibly/ethically to maintain the integrity of your work and uphold academic standards.

### Acceptable Use of AI:

1. **Research and Idea Generation:** Use AI to help brainstorm topics, generate ideas, and gather preliminary information.
2. **Data Analysis Assistance:** Employ AI tools for assistance with data analysis, such as creating graphs and visualizations in Excel.
3. **Improving Writing:** Use AI for proofreading to enhance the clarity, grammar, and structure of your writing.
4. **Learning and Skill Development:** Engage with AI to improve your understanding of course material and develop relevant skills, such as prompt engineering and metrics development.

### Unacceptable Use of AI:

1. **Plagiarism:** Submitting AI-generated content as your own without proper attribution is strictly prohibited. All work must be original and reflect your own understanding and effort.
2. **Cheating:** Using AI to complete assignments, quizzes, or exams, undermining the learning process, is not allowed.
3. **Fabrication of Data:** Generating or altering data using AI tools to misrepresent research findings or results is unacceptable.
4. **Misrepresentation:** Presenting AI-generated content or ideas your own is prohibited.

### Guidelines for Responsible Use:

1. **Cite AI Sources:** If you use AI tools to gather information or generate content, provide appropriate citations and acknowledge the use of these tools in your work.
2. **Maintain Academic Integrity:** Ensure that your submissions reflect your own understanding, analysis, and synthesis of the material. Use AI as a supplement, not a substitute, for your learning and effort.
3. **Transparency:** Be honest about the extent to which AI has assisted you in your work. When in doubt, consult with the instructor on how to appropriately integrate AI into your assignments.
4. **Learn and Grow:** Use AI as a learning tool to enhance your knowledge and skills. Strive to understand and internalize the concepts rather than relying solely on AI outputs.

**Consequences of Misuse:** Violations of this AI policy will be treated as academic misconduct and will be subject to the university's academic integrity procedures. Penalties may include failing the assignment, failing the course, or further disciplinary action as outlined in the university's academic integrity policy. By adhering to these guidelines, you can effectively harness the power of AI to support your educational journey while maintaining the highest standards of academic integrity and professionalism.

**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 have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**  
**Texas A&M University – Commerce**  
**Waters Library, Room 132**  
**Phone (903) 886-5150 or (903) 886-5835**  
**Fax (903) 468-8148**  
**[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)**

**Nondiscrimination Notice:** Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

**Campus Concealed Carry Statement:** Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

## Semester Calendar

Date	Day	Week	Topics	Assignments
10/21	T	1	<p>Course Introduction, Organizational Behavior, Management vs. Leadership, Case Analysis, Literature Review, Periodical Databases, &amp; APA Style</p> <p>Desired Employee Outcomes: High Morale, Job Satisfaction, Organizational Commitment, and Organizational Citizenship Behaviors</p>	<p>Show up ☺</p> <p>Please review chapters 3, 4, and 7 and read Pane Haden &amp; Cooke (2012) this week</p> <p>Assign Final Literature Review Paper – topic to be negotiated</p>
10/23	Th		Introduce and discuss leading and motivating through individual differences case	Finalize lit review topics
10/28	T	2	Individual Differences at Work, Personality, Perceptions, Attitudes, and Behaviors	<p>Please review chapters 5 and 6 and read Pfeffer &amp; Sutton (2006) and Humphreys &amp; Einstein (2004) this week</p> <p>Assign first case response questions</p>
10/30	Th		Stress and Emotions at work	
11/04	T	3	<p>Work Motivation Models and Techniques</p> <p>Debrief 1<sup>st</sup> analysis</p>	<p>Please review chapters 12 and 13 and read Humphreys (2005) and Humphreys, Randolph-Seng et al. (2015) this week</p> <p><b>1<sup>st</sup> case analysis due by 8:00 AM</b></p>

				Assign second case response questions
11/06	Th		Incentive Systems as motivators	
11/11	T	4	Charisma, Leadership and Power  Debrief 2 <sup>nd</sup> case analyses	Please read Humphreys, Novicevic et al. (2015) and Humphreys et al. (2016) this week  <b>2<sup>nd</sup> case analysis due by 8:00 AM</b>  Assign third case response questions
11/13	Th		The Social Construction of Leader Identity	Please review chapters 8 and 9 and read Humphreys et al. (2021) this week
11/18	T	5	Communication and Groups and Teams  Debrief 3 <sup>rd</sup> case analyses	Please review chapter 15 and read Humphreys et al. (2023) this week  <b>3<sup>rd</sup> case analysis due by 8:00 AM</b>
11/20	Th		Organization Culture	
11/25	T	6	No class meeting	
11/27	Th		<b>Thanksgiving</b>	
12/02	T	7	Facades of Conformity	
12/04	Th		Final discussion session	
12/08	T	8	Wrap Up	<b>Final Paper due on 12/12 by 8:00 AM</b>

### Generic Graduate Case Analysis Assessment Rubric

<b>Criteria</b>	<b>Far Exceeds Standards</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Fails to Meet Standards</b>
<p><b>Identification of Critical Issues (10%)</b></p> <p>In some cases, issues will be stated. In others, it will be the student's responsibility to identify issues.</p>	Identifies all the most critical managerial issues clearly and with supported (journal support) rationale statements as to why each issue was included.	Identifies all the most critical managerial issues clearly with rationale statements as to why each issue was included.	Identifies most 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><b>Literature Review of the issues identified as critical (30%)</b></p> <p>Students should review the literature 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><b>Evaluation of Alternatives (20%)</b></p> <p>There will often be competing ideas and guidance within the 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><b>Supported Recommendations (30%)</b></p> <p>Students must develop the most effective and feasible</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.

combination of alternatives to address the issues identified.				
<b>References (10%)</b>  Students must offer a complete reference list of all works cited within their analysis (APA style).	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

<b>Criteria</b>	<b>Far Exceeds Standards</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Fails to Meet Standards</b>
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 – 60%.	Student demonstrates exemplary knowledge of the theory, limitations, and application of the major perspectives of the OB topic.	Student demonstrates good knowledge of the theory, limitations, and application of the major perspectives of the OB topic.	Student demonstrates some knowledge of the theory, limitations, and application of the major perspectives of the OB topic.	Student demonstrates little knowledge of the theory, limitations, and application of the major perspectives of 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.