



**Virtual CAMPUS
SCHOOL OF BUSINESS**

SYLLABUS

Mission Statement: Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

Course: MGMT 6303 – Organizational Behavior

Term: Fall 2017

Instructor: Dr. Bob Vega

Office Phone and email: vegar@wbu.edu

Office Hours, Building, and Location: Home Office, Kailua, HI., Online Sunday to Friday, 5 – 10 PM, CT

Class Meeting Time and Location: On-line

Catalog Description: Examination of human behavior within organizations utilizing research findings and contributions of behavioral science with respect to perspectives for organizational design, organizational culture, and other related topics. Preparation of a research proposal on an organizational behavior and development topic required.

Prerequisites:

Required Textbook and Resources:

BOOK	AUTHOR	ED	YEAR	PUBLISHER	ISBN#	REVIEW
Classic Readings in Organizational Behavior	Ott, Parkes, & Simpson	4th	2008	Thompson Wadsworth	978-0-495-09474-6	
Various Articles Assigned Weekly that are available in the WBU Library. Check your syllabus for weekly readings.						

Course Outcome Competencies:

Upon completion of this course the student should be able to:

- Critique and synthesize theories in organizational behavior
- Propose research projects that extend or combine research in organizational behavior or other related topics
- Formulate the application of organizational behavior research theories to current management problems

Attendance Requirements: Although our class will never meet face to face, it is imperative that you log on to Black board and participate in the weekly class discussion on-line. As with any doctoral seminar, you need to read the articles, and be prepared to discuss the articles in our virtual classroom . That’s just the foundation. Our goal is to transform Blackboard into a learning lab through interaction, engagement and participation. Participation reflects not only the presentation of your own ideas and insights, but also the degree to which you listen and thoughtfully build on your colleague’s comments and ideas. Moreover, a key goal of this course is to generate future research collaborations among the colleagues in the class, so offering ideas in a constructive, respectful and helpful way is critical towards creating a thriving intellectual climate within and outside of the classroom. Effective online participation may include offering new and unique insights, clarifying issues and complexities, reframing and extending ideas in meaningful ways, and offering a perspective that helps the group integrate and synthesize readings, ideas, and topics. Debate and dialogue are part of the process, but always within the realm of respect and appreciation for the thoughts and feelings of others. In order to create a true learning laboratory, we need to engage in processes involving mutual learning and discovery. There are no stupid questions (or answers). Every idea has merit and the capacity to create something bigger.

Statement on Plagiarism and Academic Dishonesty: Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

Disability Statement: “In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.”

Course Requirements and Grading Criteria:

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

Grading System:

	<u>Points</u>
Discussion Board (5 total worth 50 points each)	250 points
Peer Response (5 total worth 25 points each)	150 points
Synthesis Papers (5 total worth 50 points each)	250 points
Research Paper for this class	<u>200 points</u>
	850 total points

Course Assignments:

Discussion Board – For weeks 1, 3, 5, 7, and 9: Thursday you will have a discussion board assignment due by 9am CST. The discussion board assignment will be 1-4 questions that you need to answer using the assigned articles for the week. Each question will state that the answer should be a synthesis of the articles, not summaries. Summaries of the articles will result in a grade of zero. For each question follow the criteria defined for that specific question, which includes word count, articles to be used, or outside articles incorporated. The entire set of questions for the week will be worth 50 points all together.

Peer Response – For weeks 2, 4, 6, 8, 10: Monday you will have 3 peer responses due by 9am CST. You should respond to 3 classmates in a substantive manner, which should demonstrate scholarship and critical analysis. Use at least 2 outside source for each response to substantiate your assertions. The more you respond to classmates, and the more comprehensively you respond will increase your grade for this peer response. Your weekly grade for the peer response is worth 25 points.

Synthesis Papers: For weeks 2, 4, 6, 8, 10: Thursday you will need to submit a thoughtful analysis of the required readings for that week. These **3-4 page, double-spaced analyses** are due by **9 amCST on Thursday** . You will upload your paper on Blackboard.

Synthesis papers are not article summaries and they are not simply your subjective reaction to the readings. The synthesis papers require a thoughtful integration, synthesis and analysis of the readings. The goal of these papers is to help you, and your colleagues, identify research questions and ideas. It is not enough to say that you liked or didn't like a reading – because that won't help your classmates move to a deeper level of analysis. In addition to your assigned readings, please read and incorporate at least **3 academic readings** published in the **last 5 years**. (Two of these articles can be the ones you used in the peer response). These additional articles need to come from the **approved list** of peer reviewed journals that can be found at the bottom of this syllabus. Please provide a bibliography of these additional articles with your synthesis paper. Your synthesis paper should include the following questions. **Please use headings in your papers and include an introduction and conclusion.**

1. What gaps have you discovered in the literature?
2. Write at least 2 measurable research questions.
3. What are your expected results for your research questions?

Research Paper (worth a total of 200 points)

This research paper can be used in part for the Applied Project. However, it must be an Organization Behavior topic. You can also take one of your Synthesis papers and expand it for this research paper.

A research paper will be completed on one of the topics discussed during this class. The paper should be a minimum of 15 pages of content, excluding coversheet, abstract and references. Twenty (20) peer reviewed, scholarly journal articles should be properly cited and noted in the bibliography. Please use APA format. Check the syllabus for the deadline to have your topic approved. The paper will be submitted to Safe Assignment. If Safe Assignment detects more than 20% match of previously written work we will have a discussion. The total point value for this research paper is 200 points. This paper should include an introduction, literature review, testable hypotheses (research questions), and a conclusion and discussion section. Please use these headings.

ACCEPTED JOURNALS FOR RESEARCH PROJECT

(If you find a great article that is not on this list, email me and let me review the article.)

Academy of Management Executive
 Academy of Management Journal
 Academy of Management Review
 Administrative Science Quarterly
 Business Horizons
 Harvard Business Review
 Human Resource Journal
 Human Resource Review
 Journal of Applied Behavioral Sciences
 Journal of Applied Psychology
 Journal of Management
 Journal of Managerial Studies
 Journal of Organizational Behavior
 Strategic Management Journal
 The Leadership Quarterly
 Human Relations
 Personal Psychology
 Research in Organizational Behavior

(You may also use any journal that an assigned reading was published,)

Tentative Schedule

<p>WEEK 1 & WEEK 2</p> <p>August 21-September 1</p>	<p>CHAPTER 2: MOTIVATION & Additional Article</p> <p>Locke, K. & Golden-Biddle, K. (1997). Constructing opportunities for contribution: Structuring intertextual coherence and “problematizing” in organizational studies. <i>Academy of Management Journal</i>, 40(5): 1023-1062.</p> <ul style="list-style-type: none"> ● Discussion Board questions for Week 1 due Thursday, August 24th @ 9am. ● Peer Response for Week 1 due Monday, August 28th @ 9am. ● Synthesis Paper for Week 2 due Thursday, August 31st @ 9am.
<p>WEEK 3 & WEEK 4</p> <p>September 4-15</p>	<p>JOB ATTITUDES – Required Articles</p> <p>Judge, T. A., Thoresen, C. J., Bono, J. E. & Patton, G. K. (2001). The job satisfaction- job performance relationship: A qualitative and quantitative review. <i>Psychological Bulletin</i>, 12, 376-407.</p> <p>Mitchell, T. R., Holtom, B. C., Lee, T. W., Sablinski, C. J. & Erez. M. (2001). Why people stay? Using job embeddedness to predict voluntary turnover. <i>Academy of Management Journal</i>, 44, 1102-1121.</p> <p>Lefkowitz, J. (1994). Sex-related differences in job attitudes and dispositional variables: Now you see them...<i>Academy of Management Journal</i>, 37, 323-349</p> <p>George, J. (1991). State or trait: Effects of positive mood on prosocial behaviors at work. <i>Journal of Applied Psychology</i>, 76, 299-307.</p>

	<p>Fredrickson, B. L. & Losada, M. F. (2005). Positive affect and the complex dynamics of human flourishing. <i>American Psychologist</i>, 60, 678-686.</p> <p>Arvey, R. D., Bouchard, T. J., Segal, N. L., & Abraham, L.M. (1989). Job satisfaction: Environmental and genetic components. <i>Journal of Applied Psychology</i>, 74, 187192.</p> <ul style="list-style-type: none"> ● Discussion Board questions for Week 3 due Thursday, September 7 @ 9am. ● Peer Response for Week 3 due Monday, September 11th @ 9am. ● Synthesis Paper for Week 4 due Thursday, September 14th @ 9am.
<p>WEEK 5 & WEEK 6</p> <p>September 18-29</p>	<p style="text-align: center;">PERSON-ENVIRONMENT FIT – Required Articles</p> <p>Chatman, J. (1989). Improving interactional organizational research: A model of person-organization fit. <i>Academy of Management Review</i>, 14, 333-349.</p> <p>O'Reilly, C. A., Chatman, J., & Caldwell, D. F. (1991). People and organizational culture: A profile comparison approach to assessing person-organization fit. <i>Academy of Management Journal</i>, 34, 487-516.</p> <p>Schneider, B., Goldstein, H. W., & Smith, D. B. (1995). The ASA framework: An update. <i>Personnel Psychology</i>, 48, 747-773. Kristof, A. L. (1996). Person-organization fit: An integrative review of its conceptualizations, measurement, and implications. <i>Personnel Psychology</i>, 49, 1-49.</p> <p>Cable, D. M., & Judge, T. A. (1997). Interviewers' perceptions of person-organization fit and organizational selection decisions. <i>Journal of Applied Psychology</i>, 82, 546-561.</p> <p>Cable, D. M. & Edwards, J. R. (2004). Complementary and supplementary fit: A theoretical and empirical integration. <i>Journal of Applied Psychology</i>, 89, 822-834.</p> <p>Hoobler, J. M., Wayne, S. J. & Lemmon, G. 2009. Bosses' perception of work-family conflict and promotability: Glass Ceiling Effects. <i>Academy of Management Journal</i>, 52, 939-957.</p> <ul style="list-style-type: none"> ● Discussion Board questions for Week 5 due Thursday, September 21 @ 9am. ● Peer Response for Week 5 due Monday, September 25th @ 9am. ● Synthesis Paper for Week 6 due Thursday, September 28th @ 9am.
<p>WEEK 7 & WEEK 8</p> <p>October 2 - 14</p>	<p style="text-align: center;">PSYCHOLOGICAL CONTRACT, ORGANIZATIONAL CITIZENSHIP BEHAVIOR AND TRUST – Required Articles</p> <p>Wolfe Morrison, E. & Robinson, S.L. (1997). When employees feel betrayed: A model of how psychological contract violation develops. <i>Academy of Management Review</i>, 22, 226-256.</p>

	<p>Dabos, G. E. & Rousseau, D. M. (2004). Mutuality and reciprocity in the psychological contracts of employees and employers. <i>Journal of Applied Psychology</i>, 89, 52-72.</p> <p>LePine, J. A., Erez, A. & Johnson, D. E. (2002). The nature and dimensionality of organizational citizenship behavior: A critical review and meta-analysis. <i>Journal of Applied Psychology</i>, 87, 52-65.</p> <p>Heilman, M. E. & Chen, J. J. (2005). Same behavior, different consequences: Reactions to men's and women's altruistic citizenship behavior. <i>Journal of Applied Psychology</i>, 90, 431-441.</p> <p>Tekleab, A. G., Takeuchi, R. & Taylor, M. S. (2005). Extending the chain or relationships among organizational justice, social exchange, and employee reactions: The role of contract violations. <i>Academy of Management Journal</i>, 48, 146-157.</p> <p>Kramer, R. M. (1999) Trust and distrust in organizations: Emerging perspectives, enduring questions. <i>Annual Review of Psychology</i>, 50, 569-598.</p> <ul style="list-style-type: none"> ● Discussion Board questions for Week 7 due Thursday, October 5th @ 9am. ● Peer Response for Week 7 due Monday, October 9th @ 9am. ● Synthesis Paper for Week 8 due Thursday, October 12th @ 9am. ● Please contact me this week to discuss your research topic for approval by the end of week 7.
<p>WEEK 9 & WEEK 10</p> <p>October 16-27</p>	<p style="text-align: center;">CHAPTER 6: ORGANIZATIONAL CHANGE</p> <ul style="list-style-type: none"> ● Discussion Board questions for Week 9 due Thursday, October 19th @ 9am. ● Peer Response for Week 9 due Monday, October 23 @ 9am. ● Synthesis Paper for Week 10 due Thursday, October 16th @ 9am.
<p>WEEK 11</p> <p>October 30 – November 4</p>	<p style="text-align: center;">RESEARCH PROJECT</p> <ul style="list-style-type: none"> ● Submit your Research Paper by Thursday, November 2 @ 9am.