



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-VC01 – Seminar in Organizational Behavior

Term: Spring 2018

Instructor: Dr. Jesse Greer, PsyD

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Office Hours, Building, and Location: Virtual - I check my email multiple times throughout the day, every day but also feel free to text me anytime Monday-Friday 7:00a.m. to 6:00p.m. CST and Saturday-Sunday 10:00a.m. to 12:00p.m. CST. You can also contact me via text or email to set up an appointment for us to speak over the phone. In case of an emergency, feel free to contact me in any manner.

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 (8 total worth 50 points each)	400 points
Peer Response (8 total worth 25 points each)	200 points
Research Paper for this class	200 points
Applied Project progress	<u>100 points</u>
	900 total points

Course Assignments:

Discussion Board – Each 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 – Each 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 1 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.

Research Paper (worth a total of 200 points)

This research paper can be used in part or whole 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.

Applied Research Project Description:

As part of the requirements for this degree, students will complete an Applied Research Project that will be completed by Term 10 in the MGMT 6220 course.

Through this project, students will integrate key concepts, theories and skills that they have learned throughout the program. The project should relate to the students' professional interests and responsibilities. Students should identify some problem or issue within their organizations for which they can apply what they have learned in the program in the development of a solution to the problem or issue.

Key components of the project should include:

1. Chapter 1: An Introduction to the problem or issue.
2. Chapter 2: A Literature Review that provides insight into the problem or issue from previous scholarly research.
3. Chapter 3: A proposed Methodology for the study that will be conducted. (The study method can be quantitative, qualitative or mixed methods).
4. Chapter 4: A Report of the Results.
5. Chapter 5: Conclusions / Findings and Recommendations for the problem solution.

The formal project deliverable will not be completed until the tenth term of the program during MGMT 6220. However, in order for students to accomplish this, they will need to work on the project throughout their program. Thus, during this class you should do the following:

1. Continue to add to the Annotated Bibliography from which the Literature Review will be developed.
2. Monitor the Project Plan timeline.
3. Upload the revised Annotated Bibliography to MGMT 6220.
4. During MGMT 6303, a draft proposal (working on Chapters 1 – 3 as appropriate for the time period) should be prepared and submitted.

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 Monday, February 26th – Sunday, March 4th</p>	<p style="text-align: center;">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, March 1st @ 9am.
<p>WEEK 2 Monday, March 5th – Sunday March 11th</p>	<p style="text-align: center;">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, 187-192.</p> <ul style="list-style-type: none"> ● Peer Response for Week 1 due Monday, March 5th @ 9am. ● Discussion Board questions for Week 2 due Thursday, March 8th @ 9am.
<p>Monday, March 12th – Sunday March 18th</p>	<p style="text-align: center;">SPRING BREAK</p>
<p>WEEK 3 Monday, March 19th – Sunday March 25th</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"> ● Peer Response for Week 2 due Monday, March 19th @ 9am. ● Discussion Board questions for Week 3 due Thursday, March 22nd @ 9am.
<p>WEEK 4 Monday, March 26th – Sunday March 25th</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"> ● Peer Response for Week 3 due Monday, March 26th @ 9am. ● Discussion Board questions for Week 4 due Thursday, March 29th @ 9am.
<p>WEEK 5 Monday, April 2nd – Sunday, April 8th</p>	<p style="text-align: center;">CHAPTER 1: LEADERSHIP</p> <ul style="list-style-type: none"> ● Peer Response for Week 4 due Monday, April 2nd @ 9am.

	<ul style="list-style-type: none"> • Discussion Board questions for Week 5 due Thursday, April 5th @ 9am.
WEEK 6 Monday, April 9 th – Sunday, April 15 th	<p style="text-align: center;">CHAPTER 5: POWER AND INFLUENCE</p> <ul style="list-style-type: none"> • Peer Response for Week 5 due Monday, April 9th @ 9am. • Discussion Board questions for Week 6 due Thursday, April 12th @ 9am.
WEEK 7 Monday, April 16 th – Sunday, April 22 nd	<p style="text-align: center;">Research Paper</p> <ul style="list-style-type: none"> • Research paper topic needs to be approved by Monday, April 16th. • Work on literature review of Research paper.
WEEK 8 Monday, April 23 rd – Sunday, April 29 th	<p style="text-align: center;">CHAPTER 6: ORGANIZATIONAL CHANGE</p> <ul style="list-style-type: none"> • Peer Response for Week 6 due Monday, April 23rd @ 9am. • Discussion Board questions for Week 8 due Thursday, 26th @ 9am.
WEEK 9 Monday, April 30 th – Sunday, May 6 th	<p style="text-align: center;">SOCIAL NETWORKS AND KNOWLEDGE TRANSFER – Required Articles</p> <p>Burkhardt, M.E. 1994. Social interaction effects following a technological change: A longitudinal investigation. <i>Academy of Management Journal</i>, 37, 869-898.</p> <p>Larson, J.R., Christense, C., Abbott, A.S., & Franz, R.M. 1996. Diagnosing groups: Charting the flow of information in medical decision-making teams. <i>Journal of Personality and Social Psychology</i>, 71, 315-330.</p> <p>Argot, L. & Ingram, P. 2000. Knowledge transfer: A basis for competitive advantage in firms. <i>Organizational Behavior and Human Decision Processes</i>, 82, 1550-169.</p> <p>Hargadon, A. Sutton, R.I. 1997. Technology brokering and innovation in a product development firm. <i>Administrative Science Quarterly</i>, 42, 716-749</p> <p>Levin, D.Z., Cross, R., Abrams, L.C. 2002. The strength of weak ties you can trust: The mediating role of trust in effective knowledge transfer. Under review at <u><i>Academy of Management Journal</i></u>.</p> <p>Murray, S., J. Peyrefitte. 2007. Knowledge Type and Communication Media Choice in the Knowledge Transfer Process. <i>Journal of Managerial Issues</i>, 19, 111-133.</p> <ul style="list-style-type: none"> • Peer Response for Week 8 due Monday, April 30th @ 9am. • Discussion Board questions for Week 9 due Thursday, May 3rd @ 9am.
WEEK 10 Monday, May 7 th – Sunday, May 13 th	<p style="text-align: center;">RESEARCH PROJECTS</p> <ul style="list-style-type: none"> • Peer Response for Week 9 due Monday, May 7th @ 9am.

	<ul style="list-style-type: none">• Research Project due by Monday, May 7th @ 9am. Please submit on Blackboard and also email me a copy. (I want to print it and read it the old fashion way!)• Work on the Applied Project
WEEK 11 Monday, May 14 th – Saturday, May 19 th (Note: Week 11 ends on the last day of the term)	<p style="text-align: center;">RESEARCH PROJECT</p> <ul style="list-style-type: none">• Submit your Applied Research Project by Wednesday, May 16th @ 9am. Please submit on Blackboard and also email me a copy.