Texas A&M University-Corpus Christi  
College of Business  
Course Syllabus  
SPRING, 2009: W, 7-9:30 PM; CI 126

Course Number: MGMT 5320.001  
Course Name: Organizational Behavior and Theory  
Instructor: Karen L. Middleton, Ph.D.  
Office: Faculty Center Room 146  
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Office Hours: T/R 3:30-5:30 PM; W 5-7 PM; Other times by appointment  

Presentation  
Readings: Online at www.rattler.tamucc.edu  
OBM Slides: http://faculty.tamucc.edu/kmiddleton  
Prerequisites: MGMT 5310 or equivalent, or PADM 5301

Course Description:  
Organizational Behavior and Theory comprises the study of individual, group, and inter-group behavior within organizations. Issues discussed include personality differences, power, politics, interpersonal relations, conflict management, work environment, satisfaction, performance, and team building.

THE COURSE OBJECTIVES  
1. Enhance your ability to manage organizations and their members by improving your skills for identifying causes of organizational events, predicting future events, and devising action plans for influencing future events.  
2. Increase your understanding of the roles of theory and research in management.  
3. Develop your critical thinking skills for identifying organizational leverage points from theories, and problem-solving strategies for exploiting them.  
4. Improve your written and oral communication skills.

Relationship to Other Coursework:  
MGMT 5320 is one of the required advanced courses for MBA students and may be taken as an elective by students in the MACC and other graduate degree programs. The
course is a prerequisite for MGMT 5335 (Multinational Management) and 5340 (Motivation and Leadership).

Instructional Methodology:
Textbook and other readings provide the fundamental knowledge needed in this course. Lectures provide coverage of technical material and relevant material not covered in the textbook. Class discussions are used to clear up points of confusion or disagreement and to help students understand the importance of various issues and techniques. Individual and team assignments and projects give students the opportunity to sharpen their decision making and problem solving skills, to develop their ability to work as part of a team, and to effectively communicate their analyses. Student-centered cases aid students in acquiring problem identification and problem solving skills. Student-centered cases enable students’ to apply these skills to the solution of real-world problems and to effectively communicate their analyses. Student presentations provide students the opportunity to improve oral communication skills. Application and examinations are used to enhance learning and assess acquisition of basic knowledge, skills, and abilities.

Performance Evaluation and Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision Making Cases (17 Cases @ 20 points each)</td>
<td>340</td>
</tr>
<tr>
<td>Manager’s Hot Seat Decisions</td>
<td>200</td>
</tr>
<tr>
<td>(2 cases at 100 points each)</td>
<td></td>
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<tr>
<td>Dyad Integrated Reading Presentation</td>
<td>100</td>
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<td>Dyad Integrated Reading Memo</td>
<td>100</td>
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<tr>
<td>Dyad Evaluation</td>
<td>100</td>
</tr>
<tr>
<td>Problem/Puzzle</td>
<td>75</td>
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<tr>
<td>Case I: Individual Processes</td>
<td>100</td>
</tr>
<tr>
<td>Case II: Power Analysis</td>
<td>120</td>
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<tr>
<td>2 Peer Reviews (75 Points Each)</td>
<td>150</td>
</tr>
<tr>
<td>EXAMINATION 1</td>
<td>100</td>
</tr>
<tr>
<td>FINAL EXAMINATION</td>
<td>200</td>
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</table>

**TOTAL POSSIBLE POINTS** 1585

Letter grades are based on the percentage of total points earned, as follows: an A for earning 90 - 100% of the points; a B for 80 - 89.9% of the points; a C for 70 - 79.9% of the points; a D for 60 - 69.9% of the points; and an F for 0 - 59.9% of the points.

Oral and Written Communication Content:
The acquisition of relevant knowledge, skills, and abilities is enhanced by discussion of the course material. Students are expected to come to class prepared to participate in class discussion, exercises, and cases. Because the course covers material for which there are no definitive or correct answers, students are required to defend their conclusions and positions using relevant knowledge, and must demonstrate competence both orally and in writing. Effective communication in the form of reports, presentation, and analyses is often required of management professionals. The assignments in this course are designed
to simulate these types of communication and will be graded for content as well as writing/speaking style and quality of supporting material/graphics.

**Integrated Readings Presentations in Dyads:** We will discuss a number of articles from the business press (e.g., *Academy of Management Journal* (AMJ), *Journal of Operations Management* (JOM); *Journal of Personality and Social Psychology* (JPSP); *Journal of Occupational Health Psychology* (JOHP); *Industrial Relations* (IR); *Social Forces* (SF); *Journal of Applied Psychology* (JAP); *Personnel Psychology* (PP); and *European Journal of Work and Organizational Psychology* (EJWOP) in conjunction with the major topic areas. Each DYAD will be responsible for an article to review and present to the class. Each presentation is to be approximately 10 minutes in length. Please note: your presentation may be stopped when you have used your allotted time.

You are required to use visuals during your presentation (Power Point is preferred). PLEASE FURNISH A COPY OF YOUR SLIDES TO THE INSTRUCTOR FOR GRADING PURPOSES. The oral presentation may be followed by a question and answer session of about 5-10 minutes. The write-up should be 2 pages double-spaced. You must provide copies of the written presentation for all class members.

Both the presentation and the write-up should include such considerations as the following: (1) What are the main ideas reflected in the article?; (2) How does the article contribute to the topic under discussion?; (3) Does the article confirm and/or contradict other concepts or cases that have been discussed?; and (4) What are the key points for managers to bear in mind. In effect, what is the current state of thought concerning the topic area? Articles will be randomly assigned to DYADS by the instructor at the first class meeting. Please use APA reference format as your title. You may earn up to 200 points for your integrated reading presentation and memo.

You must provide an evaluation of the process used by your dyad to complete this assignment. The Dyad Integrated Reading Paper and Presentation Evaluation is included in the attachments. You may earn up to 100 points for your evaluation.

**Check this Session Decision Making Cases:** Current cases from the business press will be used as discussion talking points at the beginning of each class period. Cases will be handed out as homework at the end of each class. Students will have the first 10 minutes of each class to discuss their decisions with classmates before they are collected. IF YOU ADD ADDITIONAL INFORMATION TO YOUR ANSWERS DURING THE DISCUSSION, PLEASE DO SO WITH A DIFFERENT COLOR PEN OR PENCIL. Each completed case may earn up to 20 points each for a total of 160 points.

**Manager’s Hot Seat Decisions:** This exercise features real managers with difficult, unscripted situations. Each exercise puts you in the managerial ‘hot seat’ that require you to use critical thinking and problem-solving skills. You should watch the videos on-line, review the organizational behavior concepts it comprises, and consider other documents (e.g., your readings in the text, class discussions, internet articles, and integrated reading presentations) before making your decision concerning how you would react if you were in the manager’s position. Clearly state your chosen actions based on selected organizational behavior models and concepts. Submit your decision in a memo that illustrates your understanding of the OB models and their impact on your decision.
Memos may be up to 5 pages in length excluding any attachments. You may earn up to 100 points for each decision (Total = 200 points).

**Student-Centered Cases:** Students will complete three student-centered cases: Problem/Puzzle (Attachment I, 50 points); Individual Processes Analysis Case (Attachment II, 100 Points); and Power Analysis Case (Attachment III, 120 Points). Instructions are available on the Instructor’s website (www.faculty.tamucc.edu/kmiddleton). The directions will be discussed in class before the assignment is due.

Cases I and II will be subjected to peer reviews before final submission to the professor. **Only fully written papers that have been carefully edited for English and grammar problems may be submitted for peer reviews. Your reviewers have the right to reject your paper if it is not ready for review.** Students are expected to incorporate peer review suggestions into the final paper submitted to the instructor for grading.

**Peer Reviews:** Students will be randomly assigned to peer review teams (PRT) for Cases I and II. Students will be required to read and evaluate their team members’ student-centered cases and provide written and oral feedback at PRT meetings as scheduled in the syllabus calendar (see Peer Review forms on the instructor’s website). All of your teammates’ peer reviews should be attached to your final submission when you turn it in to the instructor for grading. Each set of peer reviews may earn up to 75 points (2 sets = 150 points). Late peer reviews will NOT be accepted, resulting in a score of zero (0). **Peer review team members are not responsible for reviewing a teammate’s paper that is in draft form or has not been carefully edited for spelling and grammar. Only fully written and edited papers are worthy of a review by peers.**

**Technology Applications:** Students are expected to use computers, word-processing software, and computer printers to produce their written assignments.

**Ethical Perspective:** Throughout the course, student will be required to recognize the ethical issues associated with managing people at work and to apply appropriate ethical criteria in making decisions affecting others.

**Global Perspective:** Students will be introduced to the impact that globalization has had on the nature of organizations, jobs, and management activities. Students will also be provided with a general understanding of how managers may need to adapt their management and leadership styles when confronted with different cultures.
Demographic Diversity Perspective: Students will be required to understand how issues of demographic diversity are related to motivation, group dynamics, and leadership. They will also explore management techniques and styles that incorporate diversity so as to increase individual, group, and organizational effectiveness.

Political, Social, Legal, Regulatory, and Environmental Perspectives: Although the course does not directly address these areas, students will be encouraged to identify the general impact of them on beliefs about workers and the acceptability of various management practices.

Attendance Policy: Attendance and participation are critical for adequate performance in this course. Therefore, the professor reserves the right to deduct a full letter grade from a student's final grade for EACH absence in excess of two. Additionally, late assignments to Peer Review Team members or to the professor will not be accepted, resulting in the loss of points.

Academic Honesty: This course as all other ones offered by the College of Business is covered by the COB Student Code of Ethics (available online at www.cob.tamucc.edu) Provisions and stipulations in the code are applicable to all students taking College of Business courses regardless of whether or not they are pursuing a degree awarded by the COB.

All students are expected to maintain a high standard of ethics in their academic activities. Hence, any form of academic dishonesty is considered a serious matter. In this context, forms of academic dishonesty include, but are not limited to: cheating on tests, examinations or other class work; involvement in plagiarism (the appropriation of another's work [including material from the Internet] and the unacknowledged incorporation of that work in one's own); collusion (the unauthorized collaboration with another person); misrepresentation of actions; and falsifying information. Sanctions for a student's academic dishonesty may include, but are not limited to: requiring a student to redo a class assignment; recording an F (Failure) for a specific test, examination or class assignment which involved dishonesty; or recording an F (Failure) for a final course grade. (Additional sanctions may include probation, suspension, or removal from the university.)

Statement of Civility: Texas A&M-Corpus Christi is a comprehensive urban university located on the South Texas Gulf Coast focusing on the higher education needs of South Texas and the State. Our student body represents the diversity of our State, and will provide its future leaders. Together, the students, faculty and staff from our campus community, reflect a variety of backgrounds and cultures. The quality of life on and about the campus is best served by courteous and dignified interaction between all individuals, regardless of sex, ethnic or religious background, sexual orientation, or disability.

It is the expectation of this University that all members of the campus community will work to develop and maintain a high degree of respect and civility for the wealth of diversity in which we are all fortunate to live and work. To ensure that this expectation is
met, the University will take whatever action is necessary to prevent, correct, and discipline behavior which violates the spirit and intent of regulations designed to promote respect and civility, and will take whatever steps are necessary to foster mutual respect among the campus community.

**Harassment**: Texas A&M-Corpus Christi believes that establishing a safe learning environment is necessary for an institution committed to the pursuit of excellence in instruction, research, and public service. Discrimination against, or harassment, or actions that are intended to harass, intimidate, or humiliate individuals on the basis of ethnicity, sex, religion or sexual preference is inconsistent with this institutional purpose and will not be condoned. Persons found guilty of harassment will be subject to disciplinary sanctions.

**Retaliation Prohibited**: Retaliatory action of any kind is prohibited when taken against a witness or other person providing testimony, or against the complainant seeking redress under the applicable procedures dealing with sexual harassment or any other grievance or appeal. Such retaliatory action shall be regarded as a separate and distinct cause for complaint.


**Summary of Topical Coverage:**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Introduction</td>
<td>1.5</td>
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<tr>
<td>Scientific Method</td>
<td>3.0</td>
</tr>
<tr>
<td>Globalization, Cultural Influences and Diversity</td>
<td>6.0</td>
</tr>
<tr>
<td>Employee Motivation</td>
<td>3.0</td>
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<tr>
<td>Managing Groups and Teams</td>
<td>6.0</td>
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<tr>
<td>Leadership Theories and Concepts</td>
<td>6.0</td>
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<tr>
<td>Organizational Structure New and Old</td>
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<tr>
<td>Effective Decision-Making</td>
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<tr>
<td>Managing Change</td>
<td>3.0</td>
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<tr>
<td>Presentations</td>
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<tr>
<td>Examinations</td>
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<tr>
<td><strong>Total Hours</strong></td>
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<td>DATE</td>
<td>TOPICS</td>
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<tr>
<td>Week 1</td>
<td><strong>Week 1: INDIVIDUAL PROCESSES</strong> (Chapters 1-4 &amp; 8)</td>
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<tr>
<td>1/14</td>
<td>Introduction, Overview of the Course</td>
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<tr>
<td>1/21</td>
<td>Slides: OBM Chapter 2a, 2b, 2c</td>
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<tr>
<td>Week 3</td>
<td>Learning in Organizations</td>
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<tr>
<td>1/28</td>
<td>Slides: OBM Chapter 3</td>
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<tr>
<td>Week 4</td>
<td>Motivating and Rewarding Employees</td>
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<tr>
<td>2/4</td>
<td>Slides: OBM Chapter 4, Chapter 5</td>
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<tr>
<td>Week 5</td>
<td>Making Effective Decisions</td>
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<tr>
<td>2/11</td>
<td>Slides: OBM Chapter 8a, 8b</td>
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<tr>
<td>Week 6 2/18</td>
<td>EXAMINATION 1 (All chapters in Module I: 1-5 and 8)</td>
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</table>
| Week 7 2/25 | Class will not be held as I will be in attendance at the Southwest Academy of Management’s Annual Conference. | **PRT Meeting #2: PEER REVIEW FEEDBACK, CASE I**  
In class only: face time is essential for constructive feedback! |
| Week 8 3/4 | MODULE II: INTERPERSONAL PROCESSES (Chapters 6, 7, 9, 10, 11)  
Diagnosing Power: Requirements for Case II  
Slides: OBM Chapter 6a, 6b  
Leading Effectively  
Slides: OBM Chapter 7a, 7b  
Leadership in Focus: Layoffs & Salary Cuts, Part 1 | CASE I & PEER REVIEWS I DUE AT THE BEGINNING OF CLASS  
**MANAGER’S HOT SEAT DECISION ONE “PERSONAL DISCLOSURE” DUE NEXT WEEK**  
Chapter 6: Power & Politics  
Chapter 7: Leadership  
Presentation: “Personality and organizational culture as determinants of influence” (JAP) |
| Week 9 3/11 | Creating High-Performance Work Groups and Teams  
Slides: OBM Chapter 9  
Leadership in Focus: Layoffs & Salary Cuts, Part 2  
(3/18: SPRING BREAK WEEK) | **MANAGER’S HOT SEAT DECISION ONE “PERSONAL DISCLOSURE” IS DUE AT THE BEGINNING OF CLASS.**  
Chapter 9: Group Dynamics  
Presentation: “Motivation gains of inferior group members: A meta-analytical review” (JPSP)  
“Facing differences with an open mind: Openness to experience, salience of intragroup differences, and performance of diverse work groups” (AOM)  
“Team goal orientation and team performance: The mediating role of team planning” (JOM OnlineFirst) |
| Week 10 3/25 | Managing Conflict  
Slides: OBM Chapter 10a, 10b  
Leadership in Focus: Layoffs & Salary Cuts, Parts 3 & 4 | **CASE 2 PRT EXCHANGE NEXT CLASS (see Attachment III)**  
Chapter 10: Managing Conflict  
Presentation: “Are individuals’ reputations related to their history of behavior?” (JPSP)  
“When employees strike back: Investigating mediating mechanisms between psychological contract breach and workplace deviance” (JAP) |
| Week 11 4/1 | Managing Stress  
Slides: OBM Chapter 11 | **PRT Meeting #3: CASE 2 EXCHANGE FOR PEER REVIEWS  
(See Attachment III)  
Chapter 11: Managing Stress and Employee Job Satisfaction  
Presentations:  
“Organizational wellness programs: A meta-analysis” (JOHP)  
“Effects of occupational stress management intervention programs: A meta-analysis” (JOHP)  
“Work unit absenteeism: Effects of satisfaction, commitment, labor market conditions, and time” (AOM)  
“Early predictors of job burnout and engagement” (JAP) |
|---|---|---|
| Week 12 4/8 | MODULE III: Organizational Structure and Dynamics  
(Chapters 12-15)  
The Communication Process  
Slides: OBM Chapter 12  
Leadership in Focus: Power Challenge, Part 1 | **PRT Meeting #4: CASE II PEER REVIEW FEEDBACK IN CLASS  
Chapter 12: Communication  
Presentations:  
“Exploring nonlinearity in employee voice: The effects of personal control and organizational identification” (AOM)  
“The relationship between being perceived as trustworthy by coworkers and individual performance” (JOM OnlineFirst) |
| Week 13 4/15 | Structuring High-Performance Organizations (Job Characteristics Model) Slides: OBM Chapter 13  
Leadership in Focus: Power Challenge, Part 2 | **CASE II & PEER REVIEWS II DUE AT THE BEGINNING OF CLASS  
**MANAGER’S HOT SEAT DECISION TWO “PROJECT MANAGEMENT” DUE NEXT WEEK  
Chapter 13: Organizational Design and Environmental Influences  
Presentation:  
“Under construction: The continuing evolution of job structures in call centers” (IR) |
| Week 14 4/22 | Building an Organizational Culture  
Slides: OBM Chapter 14a 14b  
Leadership in Focus: Power Challenge, Part 3 | **MANAGER’S HOT SEAT DECISION TWO “PROJECT MANAGEMENT” DUE AT THE BEGINNING OF CLASS  
Chapter 14: Cultural Influences  
Presentations:  
“Can a manager have a life and a career? International and multisource perspectives on work-life balance and career advancement potential” (JAP)  
“Fairness and other leadership heuristics: A four-nation study” (EJWOP) |
| Week 15 4/29 | Organizational Change  
Slides: OBM Chapter 15 | Chapter 15: Managing Organizational Change and Development |
| Week 16 | FINAL CUMULATIVE EXAMINATION | Presentations:  
“Dispositional resistance to change: Measurement equivalence and the link to personal values across 17 nations” (JAP)  
“Employee coping with organizational change: an examination of alternative theoretical perspectives and models” (PP) |