

# FLORIDA ATLANTIC UNIVERSITY™

## Graduate Programs—NEW COURSE PROPOSAL <sup>1</sup>

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG \_\_\_\_\_

DEPARTMENT MANAGEMENT PROGRAMS	COLLEGE BUSINESS
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RECOMMENDED COURSE IDENTIFICATION (TO OBTAIN A COURSE NUMBER, CONTACT <a href="mailto:ERUDOLPH@FAU.EDU">ERUDOLPH@FAU.EDU</a> )  PREFIX <u>MAN</u> COURSE NUMBER <u>7779</u> LAB CODE (IF APPROPRIATE, L OR C) _____ L = LAB COURSE; C = COMBINED LECTURE/LAB  COMPLETE COURSE TITLE: <b>ADVANCED MANAGEMENT THEORY</b>	<b>EFFECTIVE DATE</b> (first term course will be offered) SUMMER 2017 <sup>18</sup> <i>W/M</i>
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CREDITS <sup>2</sup> 3	TEXTBOOK INFORMATION MINTZBERG, H. (2013). SIMPLY MANAGING. NATEMEYER, W., AND HERSEY, P. (2011). CLASSICS OF ORGANIZATIONAL BEHAVIOR (4TH ED.). TOSI, H. (2009). THEORIES OF ORGANIZATION.
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GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR  SATISFACTORY/UNSATISFACTORY \_\_\_\_\_

COURSE DESCRIPTION, NO MORE THAN THREE LINES:  
 EXAMINES THE MAJOR THEORETICAL PERSPECTIVES PERTAINING TO BOTH (MACRO LEVEL) FUNCTIONING OF ORGANIZATIONS AND (MICRO LEVEL) INDIVIDUAL AND GROUP BEHAVIORS WITHIN ORGANIZATIONS, WITH A SPECIAL EMPHASIS ON THE IMPLICATIONS FOR MANAGERS.

PREREQUISITES* MAN 7729 OR INSTRUCTOR PERMISSION	COREQUISITES*	REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)* DOCTORAL STUDENTS ONLY
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\* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:  
 MEMBER OF THE GRADUATE FACULTY OF FAU AND HAS A TERMINAL DEGREE IN THE SUBJECT AREA (OR A CLOSELY RELATED FIELD).

Faculty contact, email and complete phone number: Gary Castrogiovanni, <a href="mailto:castrogi@fau.edu">castrogi@fau.edu</a> , 561-297-2523	Please consult and list departments that might be affected by the new course and attach comments. <sup>3</sup>
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<b>Approved by:</b> Department Chair: <u>[Signature]</u> College Curriculum Chair: <u>[Signature]</u> College Dean: <u>[Signature]</u> UGPC Chair: _____ Graduate College Dean: _____ UFS President: _____ Provost: _____	<b>Date:</b> <u>10/17/17</u> <u>10-26-2017</u> <u>10/19/17</u>	<ol style="list-style-type: none"> <li>1. Syllabus must be attached; see guidelines for requirements: <a href="http://www.fau.edu/provost/files/course_syllabus.2011.pdf">www.fau.edu/provost/files/course_syllabus.2011.pdf</a></li> <li>2. Review Provost Memorandum: <b>Definition of a Credit Hour</b> <a href="http://www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf">www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf</a></li> <li>3. Consent from affected departments (attach if necessary)</li> </ol>
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**GRADUATE COLLEGE**

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the University Graduate Programs Committee meeting.

NOV 01 2017

Received

**Management Programs Department  
College of Business, Executive Programs  
Florida Atlantic University  
Course Syllabus**

<b>1. Course title/number, number of credit hours</b>	
<i>Course Number and Title</i> MAN 7779 – Advanced Management Theory	<i>Number of credit hours</i> 3
<b>2. Course prerequisites, co-requisites, and where the course fits in the program of study</b>	
Prerequisite: MAN 7729 This is an advanced course, generally taken during the second year of Ph.D. course work.	
<b>3. Course logistics</b>	
TBA	
<b>4. Instructor contact information</b>	
<i>Instructor's name</i> <i>Office address</i> <i>Office Hours</i> <i>Contact telephone number</i> <i>Email address</i>	Gary Castrogiovanni FL 205 TBA 561-297-2523 <a href="mailto:castrogi@fau.edu">castrogi@fau.edu</a>
<b>5. TA contact information</b>	
<i>TA's name</i> <i>Office address</i> <i>Office Hours</i> <i>Contact telephone number</i> <i>Email address</i>	TBA
<b>6. Course description</b>	
Examines the major theoretical perspectives pertaining to both (macro level) functioning of organizations and (micro level) individual and group behaviors within organizations, with a special emphasis on the implications for managers.	
<b>7. Course objectives/student learning outcomes/program outcomes</b>	
<i>Course objectives</i>	<ul style="list-style-type: none"> <li>• Familiarity with key theories in management</li> <li>• Understanding of current research and status of each key theory</li> <li>• Awareness of the managerial implications of each key theory</li> <li>• Ability to select the theories most appropriate for studying a particular phenomenon</li> </ul>

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**8. Course evaluation method**

*Course evaluation method*

- **General Class Participation: 10%**

This class requires intensive discussion and involves occasional debates on key issues of interest in the field. In order to participate effectively, you will need to come prepared for class, having read and digested the materials. While you may prepare the summary for select articles, you'll need a thorough understanding of all articles in order to actively and fully contribute to class discussions.

- **Discussion Leadership: 20%**

Each student will be responsible for leading the class discussion for three or four topics/sessions. Assignments will be made based on professor designation and/or student choice. As discussion leader, you are responsible for managing the class session and helping to engage other students in the discussion.

- **Research Paper: 20%**

You will write a research paper focusing on a relevant management theory or an important management phenomenon. This should be a conceptual paper where you seek develop new theory or summarize existing theory by reviewing the relevant literature. Your research paper will be graded in terms of its suitability for the Academy of Management meeting. An "A" paper would be comparable to one that the instructor would rate "Accept" in a conference review. A "B" paper would be comparable to one rated as "Probably Accept (if there is room on the program)". A "C" paper would be one rated as "Probably Reject," and an "F" paper would be one rated as "Reject".

- **Revised Research Paper: 20%**

You will revise your research paper based on instructor feedback, and submit both that revision and point-by-point responses to the instructor's comments for your Revised Research Paper assignment. Both the revised paper and your response document will be evaluated to determine your Revised Research Paper grade. An "A" grade will be for a paper that the instructor would rate as "Conditional Acceptance" or better in a review for a second-tier journal. A "B" grade will indicate that the instructor would recommend "Revise and Resubmit" in a review for a second-tier journal. A "C" grade or lower would be associated with a "Reject" recommendation.

- **Final Exam: 30%**

The final exam covers the entire course, readings, and discussions. It consists of in depth essay questions, and it emphasizes your ability to integrate and extend the current literature in Management.

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**9. Course grading scale**

- A = 93-100%
- A- = 90-92.9%
- B+ = 87-89.9%
- B = 83-86.9%
- B- = 80-82.9%
- C = 70-79.9%
- F = less than 70%

**10. Policy on makeup tests, late work, and incompletes**

- Tests should be taken as scheduled, and so makeup tests are very rare. They will be given as accommodation for University-excused absences such as for religious observations provided that the instructor is notified at least one week in advance and, preferably, as early as possible. Makeup tests are not guaranteed for any other reasons, and provisions for them are entirely at the instructor's discretion.
- Work submitted late is unacceptable and will receive a grade of zero.
- Incompletes are generally not given. At the instructor's discretion, however, incompletes may be given in cases where personal circumstances (e.g., illness, family problems) prevent the student from completing all work by the end of the term. Students who feel that incompletes may be appropriate should request them at least two weeks before the end of the term.

**11. Special course requirements**

- All written assignments should be submitted to the instructor ([castrogi@fau.edu](mailto:castrogi@fau.edu)) by regular FAU email.
- Unless otherwise noted, the assignment files should be in Microsoft formats (e.g., doc, docx) or pdf.
- Reading assignments should be completed prior to the course meetings when the particular readings are to be discussed, as indicated in the course outline.
- Written assignments are due by 11:59 p.m. on the night prior to the course meeting day indicated in the course outline.

**12. Classroom etiquette policy**

University policy requires that in order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular phones and laptops, are to be disabled in class sessions.

**13. Disability policy statement**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students Accessibility Services (SAS) located in Boca Raton campus, SU 133 (561) 297-3880 and follow all SAS procedures.

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**14. Honor code policy**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and place high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. See University Regulation 4.001 at [www.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

**15. Required texts/reading**

Mintzberg, H. (2013). *Simply Managing*. San Francisco: Berrett-Koehler Publishers.

Natemeyer, W., and Hersey, P. (2011). *Classics of Organizational Behavior* (4<sup>th</sup> ed.). Long Grove, IL: Waveland Press.

Tosi, H. (2009). *Theories of Organization*. Thousand Oaks, CA: SAGE.

**16. Supplementary/recommended readings**

Alderfer, C. (2011). *The Practice of Organizational Diagnosis: Theory and Methods*. New York: Oxford University Press.

Aldrich, H. (2008). *Organizations and Environments (Stanford Business Classics)*. Stanford, CA: Stanford University Press.

Argyris, C. (2012). *Organizational Traps: Leadership, Culture, Organizational Design*. New York: Oxford University Press.

Barnard, C. (1938/1971). *Functions of The Executive*. Cambridge, MA: Harvard University Press.

Fineman, S. (2003). *Understanding Emotion at Work*. Los Angeles: SAGE.

French, W.; Bell, C., Zawacki, R. (2004). *Organization Development and Transformation: Managing Effective Change*. New York: McGraw-Hill/Irwin.

Levi, D. (2014). *Group Dynamics for Teams*. Los Angeles: SAGE.

Morgan, G. (2006). *Images of Organization*. Los Angeles: SAGE.

Schein, E. (2016). *Organizational Culture and Leadership* (5<sup>th</sup> ed.). San Francisco: Jossey-Bass.

Scott, R. (2007). *Institutions and Organizations*. Los Angeles: SAGE.

Selznick, P. (1957/1984). *Leadership in Administration*. Berkeley, CA: University of California Press.

Spector, P. (1997). *Job Satisfaction: Application, Assessment, Causes, and Consequences*. Los Angeles: SAGE.

Vroom, V. (1995). *Work and Motivation*. San Francisco: Jossey-Bass.

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<b>17. Course topical outline, including dates for exams/quizzes, papers, completion of reading</b>	
<b>Meeting 1:</b>	Course Introduction Natemeyer & Hersey (N&H) Section I: Origins of Organizational Behavior Potential Research Paper Topics
<b>Meeting 2:</b>	N&H Section II: Motivation and Performance N&H Section III: Interpersonal and Group Behavior
<b>Meeting 3:</b>	N&H Section IV: Leadership N&H Section V: Power and Influence
<b>Meeting 4:</b>	N&H Section VI: Organizations, Work Processes, and People N&H Section VII: Increasing Leadership and Organizational Effectiveness
<b>Meeting 5:</b>	Tosi Part I: Overture Research Paper Progress Reports
<b>Meeting 6:</b>	Tosi Part II: Closed System Rational Models Tosi Part III: Closed System Natural Models
<b>Meeting 7:</b>	Tosi Part IV: Integrative Approaches to Organization <b>Research Paper due</b>
<b>Meeting 8:</b>	Tosi Part V: Open System Rational Models Tosi Part VI: Open System Natural Models
<b>Meeting 9:</b>	Tosi Part VII: Critical Theory and Postmodernism
<b>Meeting 10:</b>	Mintzberg Ch. 1-3 <b>Revised Research Paper due</b>
<b>Meeting 11:</b>	Mintzberg Ch. 4-6 Review for Exam
<b>Meeting 12:</b>	<b>Final Exam</b>

## References

- Barney, J. (1991). Firm Resources and Sustained Competitive Advantage. *Journal Of Management*, 17(1), 99-120.
- Chandler, D. E., Kram, K. E., & Yip, J. (2011). An Ecological Systems Perspective on Mentoring at Work: A Review and Future Prospects. *Academy Of Management Annals*, 5(1), 519-570.
- Cropanzano, R., & Mitchell, M. S. (2005). Social Exchange Theory: An Interdisciplinary Review. *Journal Of Management*, 31(6), 874-900.
- DeNisi, A., & Smith, C. E. (2014). Performance Appraisal, Performance Management, and Firm-Level Performance: A Review, a Proposed Model, and New Directions for Future Research. *Academy Of Management Annals*, 8(1), 127-179.
- Gavetti, G., Greve, H. R., Levinthal, D. A., & Ocasio, W. (2012). The Behavioral Theory of the Firm: Assessment and Prospects. *Academy Of Management Annals*, 6(1), 1-40.
- Gilson, L. L., Maynard, M. T., Jones Young, N. C., Vartiainen, M., & Hakonen, M. (2015). Virtual Teams Research: 10 Years, 10 Themes, and 10 Opportunities. *Journal Of Management*, 41(5), 1313-1337.
- Gioia, D. A., Patvardhan, S. D., Hamilton, A. L., & Corley, K. G. (2013). Organizational Identity Formation and Change. *Academy Of Management Annals*, 7(1), 123-193.



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Giorgi, S., Lockwood, C., & Glynn, M. A. (2015). The Many Faces of Culture: Making Sense of 30 Years of Research on Culture in Organization Studies. *Academy Of Management Annals*, 9(1), 1-54.

Grant, A. M., & Parker, S. K. (2009). 7 Redesigning Work Design Theories: The Rise of Relational and Proactive Perspectives. *Academy Of Management Annals*, 3(1), 317-375.

Greenwood, R., Raynard, M., Kodeih, F., Micelotta, E. R., & Lounsbury, M. (2011). Institutional Complexity and Organizational Responses. *Academy Of Management Annals*, 5(1), 317-371.

Griffeth, R. W., Hom, P. W., & Gaertner, S. (2000). A Meta-Analysis of Antecedents and Correlates of Employee Turnover: Update, Moderator Tests, and Research Implications for the Next Millennium. *Journal Of Management*, 26(3), 463-488.

Humphrey, S. E., & Aime, F. (2014). Team Microdynamics: Toward an Organizing Approach to Teamwork. *Academy Of Management Annals*, 8(1), 443-503.

Jackson, S. E., Schuler, R. S., & Jiang, K. (2014). An Aspirational Framework for Strategic Human Resource Management. *Academy Of Management Annals*, 8(1), 1-56.

Josefy, M., Kuban, S., Ireland, R. D., & Hitt, M. A. (2015). All Things Great and Small: Organizational Size, Boundaries of the Firm, and a Changing Environment. *Academy Of Management Annals*, 9(1), 715-802.

Mainemelis, C., Kark, R., & Epitropaki, O. (2015). Creative Leadership: A Multi-Context Conceptualization. *Academy Of Management Annals*, 9(1), 393-482.

Maitlis, S., & Christianson, M. (2014). Sensemaking in Organizations: Taking Stock and Moving Forward. *Academy Of Management Annals*, 8(1), 57-125.

McEvily, B., Soda, G., & Tortoriello, M. (2014). More Formally: Rediscovering the Missing Link between Formal Organization and Informal Social Structure. *Academy Of Management Annals*, 8(1), 299-345.

Menges, J. I., & Kilduff, M. (2015). Group Emotions: Cutting the Gordian Knots Concerning Terms, Levels of Analysis, and Processes. *Academy Of Management Annals*, 9(1), 845-928.

Parmigiani, A., & Howard-Grenville, J. (2011). Routines Revisited: Exploring the Capabilities and Practice Perspectives. *Academy Of Management Annals*, 5(1), 413-453.

Podsakoff, P. M., & Organ, D. W. (1986). Self-Reports in Organizational Research: Problems and Prospects. *Journal Of Management*, 12(4), 531-544.

Puranam, P., Stieglitz, N., Osman, M., & Pillutla, M. M. (2015). Modelling Bounded Rationality in Organizations: Progress and Prospects. *Academy Of Management Annals*, 9(1), 337-392.

van Dierendonck, D. (2011). Servant Leadership: A Review and Synthesis. *Journal Of Management*, 37(4), 1228-1261.

van Knippenberg, D., & Sitkin, S. B. (2013). A Critical Assessment of Charismatic—Transformational Leadership Research: Back to the Drawing Board?. *Academy Of Management Annals*, 7(1), 1-60.

Williams, L. J., & Anderson, S. E. (1991). Job Satisfaction and Organizational Commitment as Predictors of Organizational Citizenship and In-Role Behaviors. *Journal Of Management*, 17(3), 601-617.