Course:	BU235-D-ND Organizational Behavior (C5)
Credit:	3 Semester Hours
Semester:	Spr. 2024, Course begins Mar. 11, 2023, to May 5, 2024
	Mondays and Fridays
Time:	9:30 a m - 10:50 a.m. E. Ed # 105
Instructor:	Germaine Washington, DM, MBA
Contact:	germaine.washington@calvary.edu
	Office #226
	Cell: (816) 572-1603, Students may text-message instructor.

I. DESCRIPTION

This course seeks to bring together the fields of organizational psychology, counseling, communication, and personnel management, as well as other materials studied in previous coursework, to develop a Christian philosophy of organizational behavior. (*Interdisciplinary Bible Course) (Prerequisite: BU200)

This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.

II. OBJECTIVES

A. General competencies to be achieved. The student will:

1. Summarize what organizational culture is, how it shapes the values of an organization and how it determines organizational behavior, including the leadership style that exists within the organization (PLO 1, 2, 3, 5) **Assignment a-d**
2. Prepare a mission statement for an organization that leads to prioritized goals with strategies for each goal (PLO 1, 2, 3) **Assignment a,b**
3. Share a strategic plan for an organization that reflects the organization's mission as well as its resources to accomplish the plan with effectiveness and efficiency (PLO 1, 3, 5) **Assignment a,b,c,d**

Our Mission: "…to prepare Christians to live and serve in the church and in the world according to the Biblical worldview."

4. Convey how both the organization and individuals within the organization have behavior patterns that reflect the organizational culture and how this behavior affects organizational ethical choices in reaching organizational achievement of its mission (PLO 3, 4, 5) **Assignment a-d**

5. Examine how groups within an organization are motivated and the manner in which this motivation leads to effective decision making (PLO 4, 5) **Assignment a-d**

B. Specific competencies to be achieved. The student will:

1. Explain how organizational policies & procedures as well as internal & external structure alternatives affect work design issues, including new technology, different arrangements of time & space for work accomplishment, and changing attitudes toward work (PLO 1, 2, 4, 5) **Assignment a,c**

2. Summarize how being a learning organization is based on positive attitudes toward work, the organization and the consumer (PLO 2, 5) **Assignment a,b,d**

3. Demonstrate how a learning organization leader creates effective communication, solution negotiation and conflict resolution to achieve the organizational mission (PLO 1-5) **Assignment a-d**

4. Practice OB methods in class & in group projects (PLO 5) **Assignment a-d**

III. REQUIREMENTS

A. Attendance in classes and online.
B. Read textbooks, complete assignments on time, and participate in class discussion and/or activities.
C. Completion of course materials according to the prescribed schedule.
D. Complete comprehensive exam or final paper (Final assignment depends on class dynamics.)

IV. METHODS

A. Lecture
B. Reading and writing assignments
C. Student Participation – discussion in online forum, assigned interaction.
D. Final Exam or Paper

E. Course Grading:

    1. Reading, Writing Assignments   45%
        (No credit is given for partial reading)
    2. Discussion, Participation, & Interaction   15%
    3. Final Exam or Paper   40%

V.   REQUIRED MATERIALS

A. Bible

The Holy Bible, www.biblegateway.com (the instructor will use NASB).

Please feel confident in using the Bible you use in other Calvary

University courses (see statement below). Retail price $0.00.

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (meaning that the translation is generally word-for-word from the original languages), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (paraphrases, and thought-for-thought translations like NLT and NIV) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

B. Other Textbook:

Robbins, S. P., & Judge, T. A. (2012). *Organizational behavior* (15th ed.).

Pearson Prentice Hall. ISBN: 978-0132834872. Text is available

in electronic formats, including Kindle and IPad. Retail price

$25.00

VI.   COURSE ASSIGNMENTS

a. Create an 1800 word paper indicating the importance of interpersonal skills to enhance organizational behaviors along with explaining possible

challenges and opportunities managers face when implementing a diverse workforce. Also, explain YOUR process when implementing diverse management strategies to promote job satisfaction along with what programs you would create to improve emotions and motivation.

b. Generate an 1800 word paper explaining how personalities could make or break an organization along with how perception can alter judgements of others and decision making. Also, explain the ethics behind decision making along with the job characteristics model and how it could affect employee involvement and motivation.

c. Create a 2300 word paper explaining the five stages of group development along with eight to ten determining factors that produces a successful team. Also, explain some barriers to effective communication along with identifying some interpersonal communication skills. Finally, identify and explain at least three contingency theories and how they relate to leadership and power.

d. Students will complete a 3000 word research paper on the (*Psychological Functions of Effective Leadership Behavior from a Biblical Perspective and It's Challenges Within the Church and secular Organizations).* You are to include the following sub-topics such as Diversity, Attitude/Emotions, Communication, Leadership Effectiveness, Teams/Group Behavior, Organization Politics, Decision Making, Organizational culture, Stress Management, and Resistance to Change. **You will also develop a 10 to 15 slide PPT that reflects the information on your final ready to present on the last day of class (online students are to submit PPT presentation to instructor's email).** You may want to include materials from your textbook and outside resource including biblical research to support your paper. Throughout your paper, make clear references to the origins of your learning by citing references as appropriate. THIS FINAL IS 40% OF YOUR GRADE.

e. Participation: During each class, the instructor will give an interaction topic for **all** students to discuss in the on-line forum between lectures. Students must engage in each assignment given, and respond to at least two classmates. Students must follow guidelines for "Substantive Posts" at the end of this syllabus to receive full credit. This allows asynchronous (blended) students to engage with in-class students. The topics will not be given in advance. Distance students must watch and listen to the lecture and complete assignment as well. Everyone must complete and interact in discussion questions each week.

    f.   Students are to read chapters. Only the initial assignments are specified in this syllabus.

VII.   **TENATIVE CLASS SCHEDULE**: Check Canvas Learning Management System in MyCU at Calvary.edu for more detailed assignments.

Date/Week	Class Topic Description
Week 1	- Course introduction & front matters - Students should read Chapter 1 of the text - Lecture "What is OB?"
Week 2	- Attitude in the workplace - Emotions - Job Satisfaction
Week 3	- Personality - Creativity - Motivation
Week 4	Groups/teams
Week 5	- Problem-solving - Effective Communication
Week 6	Power and Politics
Week 7	- Dealing with conflict in the workplace - Organizational culture
Week 8	Class Presentations (10-15 PPT slides). **Those taking class online, please email me your presentations**

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. The use of AI generated content in student work is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. Plagiarism of any kind will not be tolerated.

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all CU students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

Business Administration students must to write papers according to the *Publication Manual of the American Psychological Association*, Seventh edition (APA Manual).

Attendance: See Attendance policy in Canvas Announcements

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RUBRIC FOR THE EVALUATION OF WRITTEN ASSIGNMENTS

CRITERIA	NEEDS IMPROVEMENT Minimum Points	SATISFACTORY Medium Points	EXCEPTIONAL Maximum Points
CONTENT **75%**	The writer does not demonstrate cursory understanding of subject matter, and/or the purpose of the paper is not stated clearly. The objective, therefore, is not addressed and supporting materials are not correctly referenced. *48.9 or FEWER POINTS*	The writer demonstrates limited understanding of the subject matter in that theories are not well connected to a practical experience or appropriate examples, though the attempt to research the topic is evident, and materials are correctly referenced. *49 to 65.9 POINTS*	The writer demonstrates an understanding of the subject matter by clearly stating the objective of the paper and links theories to practical experience. The paper includes relevant material that is correctly referenced, and this material fulfills the objective of the paper. *66 to 75 POINTS* *Grade:*
ORGANIZATION **Including Readability & Style** **20%**	Paragraphs do not focus around a central point, and concepts are disjointedly introduced or poorly defended (i.e., stream of consciousness). The writer struggles with limited vocabulary and has difficulty conveying meaning such that only the broadest, most general messages are presented. *15.9 or FEWER POINTS*	Topics/content could be organized in a more logical manner. Transitions from one idea to the next are often disconnected and uneven. Some words, transitional phrases, and conjunctions are overused. Ideas may be overstated, and sentences with limited contribution to the subject are included. *16 to 18.9 POINTS*	The writer focuses on ideas and concepts within paragraphs, and sentences are well-connected and meaningful. Each topic logically follows the objective and the conclusion draws the ideas together. The reading audience is correctly identified, demonstrated by appropriate language usage (i.e., avoiding jargon and simplifying complex concepts). Writing is concise, in active voice. *19 to 20 POINTS* *Grade:*
FORMAT **4%**	The paper does not conform to Turabian or APA style. Students must use on or the other correctly. *0 POINTS*	The paper does not conform completely to Turabian or APA style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the appropriate style guide). *Up to 2 POINTS*	The paper is correctly formatted to style (e.g., margins, spacing pagination, headings, headers, citations, references, according to the *appropriate style guide*). *2.1 to 4 POINTS* *Grade:*
GRAMMAR, PUNCTUATION, & SPELLING **1%**	The writer demonstrates limited understanding of formal written language use; writing is colloquial (i.e., conforms to spoken language). Grammar and punctuation are consistently incorrect. Spelling errors are numerous. *0 POINTS*	The writer occasionally uses awkward sentence construction or overuses and/or inappropriately uses complex sentence structure. Problems with word usage (e.g., evidence of incorrect use of Thesaurus) and punctuation persist causing difficulties with grammar. *0.5 POINTS*	The writer demonstrates correct usage of formal English language in sentence construction. Variation in sentence structure and word usage promotes readability. There are no spelling, punctuation, or word usage errors. *1 POINT* *Grade:*

What is a Substantive Post? © 2016
By Skip Hessel, D.M., M.B.A.

In a world of social media and text-messaging, interaction between student and teacher and other students is important. However, scholars begin to blur the boundaries of academic substance. Students want to make good grades and receive fair treatment. Instructors want to share principles of their discipline. In an effort to clarify how to post thoughts in an interactive forum, these instructions attempt to define substance.

A substantive post conveys a complete thought with academic rigor. Student scholars must take into account the wide variety of readers in a social media setting and communicate appropriately. One cannot assume that every reader has had exactly the same training or even similar experiences. Ergo, one must write complete thoughts to overcome any inadequacy. Similarly, academic rigor forgoes any thoughtless conclusions. While expressing new ideas and exercising academic freedom, contributors must consider what is known about the subject and include known knowledge in academic writing. Writers should consider the level of knowledge and use certain amount of judgement too. Substance requires balance. Scholars should consider their readers and communicate as well as possible.

Because today's academic environment includes many cultures, writers must consider the inappropriate use of metaphors and colloquialisms. An expression or satire may not make sense to a reader from a culture in another part of the same country or on the other side of the world. Students posting substantive responses avoid using expressions and phrases with vague meanings that the reader could misunderstand.

Substantive posts also cite sources. When using the ideas of others, a scholar gives appropriate in-text citations when responding to forum. For example,

Blackaby and Blackaby (2011) found many believers get frustrated with technology and media that has become commonplace; however, believers must "embrac[e] technology with gusto" (p. 8).

Others who express innovative thinking should receive credit for their ideas and intellectual property. Additionally, readers should have the opportunity to consider source materials themselves. A substantive post will include such citations.

Students often ask for specific guidelines. Unfortunately, students sometimes put minimum requirements ahead of quality responses. At the risk of students falling into this trap, the instructor believes a substantive post will contain one or two complete paragraphs that include approximately 300 words. Some substantive posts convey meaning with less; however, many require much more. Moreover, a substantive post will demonstrate the scholar's attempt to grow. Therefore, assigned reading materials and other sources are found as in-text citations and as references. At a minimum, each substantive post will contain at least one. Students expecting great evaluations should include at least one citation in a 300+ word post.

In many ways, participating in a forum raises tremendous opportunity. The asynchronous learning environment allows students to consider the thoughts of others, to research the subject, and to respond in their own time. Students should take advantage of this unique opportunity. Your instructor will gently correct you and evaluate you along your journey. But, great students will consider how they can practice these skills from their very first post.

<div align="center">Reference</div>

Blackaby, H., & Blackaby, R. (2011). *Spiritual leadership: moving people on to God's agenda*. B & H Publishing: Nashville, TN.