Course: BU626D & BU626DN Organizational Behavior & Planned Change
Credit: 3 Semester Hours Session #1
Semester: Spring 2025
Time: Class meet on Tues./Thurs.1p-2:20p
               Course in session: Jan 15– Mar 7, 2025;**E ED Rm# 120**
Instructor: Germaine "Geri" Washington, DM
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I.   DESCRIPTION

This study includes interaction of individuals and groups in an organization with a focus on planned change. A specific emphasis will be aimed at the behaviors of those working within the organization as well as the behaviors of those affected. * *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 be able to:

1. Understand and apply the study of organizational behavior in work and ministry relationships. (PLO 1,2,3) **Assignment a,b,d**
2. Organize perceptions and avoid biases in employee and volunteer relationships. (PLO 3,4) **Assignment b,d**
3. Understand attitudes and diversity. (PLO 2,4,5) **Assignment d**

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   4. Learn about motivation. Practice relationship development. (PLO 2,3) **Assignment a,b,d**

   5. Study politics, power, and influence in organizations engaging in change. (PLO 2,5) **Assignment a,d**

   6. Understand how behavior is managed across other organizations. (PLO 3,5) **Assignment a,d**

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

   1. Learn about effective behavior management frameworks used by other firms. (PLO 3,4,5) **Assignment d**
   2. Apply external and internal influences on perception. (PLO 3,4) **Assignment b**
   3. Practice overcoming perceptual errors in class assignments. (PLO 4,5) **Assignment a,d**
   4. Develop an attitude of understanding and appreciation of diversity (PLO 4,5,6) **Assignment a,d**
   5. Understand what motivates volunteers vs. employees. (PLO 3,4,5) **Assignment a,d**
   6. Learn about strategic change. (PLO 4) **Assignment a,b,d**
   7. Apply organizational behavior tools to organizational change. (PLO 5) **Assignment a,d**

III.   REQUIREMENTS

   A. Attendance of all classes
   B. Read text, complete assignments on time, and participate in class discussion and activities.
   C. Completion of course materials according to the prescribed schedule.
   D. Complete and present any case studies assigned to class.
   E. Complete final paper.

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

➢ Please see textbook section for important information about using the "Bible as a textbook".

Attendance: See Attendance policy in Canvas Announcements

IV.   METHODS

    A. Lecture
    B. Reading assignments
    C. Student Participation – discussion in class and online.
    D. Written Assignments
    E. Final Project

V.   **MATERIALS (Required)**

    A. The Holy Bible, www.gatewaybible.com, Price: $0
    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 Textbooks:

Boynton, A., & Fischer, B. (2005). *Virtuoso teams: Lessons from teams that changed their*

worlds. New York, NY: Pearson Hall Financial Times. ISBN: 978-0273721833

Retail price **$24.99**

Lencioni, P. (2002). *The five dysfunctions of a team: A leadership fable.* San Francisco, CA:

Jossey-Bass. ISBN: 978-0787960759 Retail price **$24.95**

Palmer, I., Dunford, R., & Akin, G. (2009) *Managing organizational change: A multiple*

perspectives approach. (2nd Ed.)   Boston, MA: McGraw-Hill. ISBN: 978-

0073404998 Retail price **$107.99**. (Students are encouraged to buy used copies. 1st

edition will work for this course and is inexpensive.)

VI.   **COURSE ASSIGNMENTS – <u>Read Carefully!!</u>**
  a. Students are to read course textbooks, and write <u>reflections/interactions</u> on
      what they believe are the <u>most important</u> learning outcomes from Boynton
      and Lencioni – two separate papers. For this assignment, headings should
      indicate major sections and the subtitles for each learning outcome. Each of
      the two reflections will be a minimum of 850 + words of total text. Students
      may write more. (Word count may be checked by highlighting your text and
      selecting [Review] [Word Count]). This is intended to be a guide rather than
      an absolute standard; however, reflection papers below the minimum word
      count are not thorough enough. **See Canvas for due date**
  b. Using the Palmer text choose 10 critical analysis questions (your choice) from
      the last seven chapters of the textbook. Type out the questions and answers to
      the question to demonstrate adequate reflection on the course materials. There
      are questions are found at the end of each chapter. Please answer appropriate
      follow-up questions too. Students may complete a one-page case study
      analysis using studies referenced in the textbook as a substitute. Answers are
      expected to be thorough and reflective. **See Canvas for due date**
  c. Engage in discussion questions found in Canvas Forum online. Students must
      participate in discussion questions weekly. Students must answer instructor's
      questions at a minimum to receive any credit. For full credit, students must
      respond to classmate posts too. Students should post at least three times a

week while class is in session. Class size may adjust these requirements.
Discussion Topics **Assignments due: weekly (See Canvas)**
    d. Complete final assignment on Canvas. See Canvas

VII.   TENATIVE CLASS SCHEDULE

Date/Week	Class Topic Description
	• Course Introduction • Biblical Organization Behavior (Assessment) (1,2,3,4,5) • Effective People Skills in Management
	• Change Management • Managing Individual Employees
	• Groups in Change
	• Managing Behavior Across the Organization
	• Managing Change
	• Managing Change • Assessment (1,3,5)

VIII.   Course Grading

Reading & Response Papers	30%	(no credit is given for partial reading)
Discussion & Interaction	10%	(reduced grade for late participation)
Critical Questions/Case Study	10%	
Final Exam	50%	

IX.   BIBLIOGRAPHY (Works cited during lectures)

Collins, J. (2001). Good to great: Why some companies make the leap…and others don't. NY:

Harper Collins.

George, J. & Jones, G. (2008). *Understanding and managing organizational behavior*. Upper

Saddle River, NJ: Pearson Prentice Hall.

Osland, J., Kolb, D., Rubin, I., & Turner, M. (2007). *Organizational behavior: An experiential*

approach. Upper Saddle River, NJ: Pearson Prentice Hall.

Rush, M. (1983). *Management: A biblical approach*. Colorado Springs, CO: Nexgen.

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.

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.

"Substantive Post" Reference

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