Course Description

Gain a basic knowledge of organizational theory, human motivation, emotional intelligence, and workplace behaviors in order to analyze and determine the best methods for improving organizational behavior and related skill sets. This course focuses on the development of organizational theory and behavior and includes the study of a wide range of personality, workplace behavior, and related theories. Knowledge gained is intended for professional and personal application.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Classify and summarize types of organizational theory.
2. Classify and summarize human aspects of the organization (social responsibility, organizational morality, team/group functions, organizational morale, workplace motivation, and emotional intelligence).
3. Define applied performance practices, and differentiate varying perceptions of behavior, social attributes, diversity appreciation, and performance indicators.
4. Explain how the use of goal-setting, feedback, rewards, and reinforcement relate to performance.
5. Examine aspects of teams including the structure, size, and design of teams and techniques for promoting effective team work.
6. Identify and discuss barriers to communication as well as techniques to promote effective communication.
7. Elaborate on functional and dysfunctional conflict and techniques used to manage conflict.
8. Apply ideas about influence, power, and political tactics to achieve performance-related goals, consistent with ethical principles.
9. Select and defend methods for using organizational structure and culture as well as leadership theories and styles to optimize employee motivation.
10. Select, create, and defend strategies to overcome employee behaviors that are resistant to change.

Academic Integrity

Honesty and integrity are taken very seriously at Waldorf University. All students should be familiar with the Waldorf University Academic Integrity Policy (found in the current Student Handbook) and the consequences that will result from breaches of this policy.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Unit Learning Outcomes:** Each unit contains Unit Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lesson:** Each unit contains a Unit Lesson, which discusses unit material.
3. **Reading Assignments:** Each unit contains Reading Assignments from one or more chapters from the textbook. Chapter Presentations are provided in each unit study guide as Suggested Reading to aid students their course of study. Suggested Readings are listed in each unit study guides. The readings themselves are not provided in
the course, but students are encouraged to read the resources listed if the opportunity arises as they have valuable information that expands upon the lesson material.

4. **Learning Activities (Non-Graded):** These non-graded Learning Activities are provided in Units II-V and VII to aid students in their course of study.

5. **Key Terms:** Key Terms are intended to guide students in their course of study. Students should pay particular attention to Key Terms as they represent important concepts within the unit material and reading.

6. **Discussion Boards:** Discussion Boards are a part of all Waldorf courses. Information and specifications regarding these assignments are provided in the Course Policies listed in the Course Menu bar.

7. **Unit Assessments:** This course contains eight Unit Assessments, one to be completed at the end of each unit. Assessments are composed of multiple-choice questions and written response questions.

8. **Unit Assignments:** Students are required to submit for grading Unit Assignments in Units I, II, III, VI, and VIII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with the Unit I, II, III, VI, and VIII Assignments. Specific information about accessing these rubrics is provided below.

9. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

10. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

**Unit Assignments**

**Unit I Article Critique**

Corporate social responsibility (CSR) is one of the hottest issues in corporate boardrooms. Using the Waldorf Online Library or another location where peer-reviewed, scholarly articles can be found, search for a peer-reviewed, scholarly article regarding corporate social responsibility (CSR). Begin with an introduction that defines the subject of your article and what your view of CSR would be if you were the CEO of a large corporation. In your opinion, why have stakeholders given CSR more attention in recent years? Would you give CSR a significant portion of your corporate budget? Explain and defend your point of view with examples.

Refer to your textbook for suggestions regarding how to form your ideas. Conclude your article critique by summarizing the main idea of the article you have chosen and indicating if you agree or disagree with the article’s author and why.

You will need to identify and explain the author's ideas. Include specific passages that support your description of the author's point of view.

Offer your own opinions and expand upon the scenario of being the CEO of a large company. Describe several points on the topic of CSR, including ethics.

For each of the points you mention, include specific supporting information from the textbook (you may summarize, quote, or paraphrase) to provide support for your point of view. Explain how the passages support your opinion.

Write your critique in standard essay form with a minimum of 500 words in APA format.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit II Case Study**

Emotions are a constant component of organizational behavior. Read Case Study 4.2 on pp. 123-124 of your textbook, and write an essay answering one of the following questions:

1. To what extent do the three people featured in this case study manage their own emotions on the job? How would they accomplish this? To what extent do you think they effectively manage emotions under these circumstances?

2. This case study states that nurses and other medical staff need to manage the emotions of their patients. Why is emotions management important in this job? In what ways do medical staff alter the emotions of their patients?

3. Stress is mentioned throughout this case study. How does this stress occur? What stress outcomes occur for people in these types of jobs? How can these people try to minimize high levels of stress?

You will need to identify your own thoughts and cite specific passages from the case study to support your point of view.

Your essay should be written in standard essay form with a minimum of 300 words.
Unit III Article Review

Using the Waldorf Online Library, read the following article from the Business Source Complete database:


- Write a summary of the article. Include the purpose for the article, how research was conducted (if any), the results, and other pertinent information. How does the article relate to what you are learning in this course?
- Discuss the meaning or implications of the article’s contents, as well as any flaws you find in the article. What could have made the article better? Was any information left out?
- How could the author expand on the results? Does the article’s information relate to your professional or personal life? How?

Your review must be a minimum of 700 words, not counting the cover page and reference page. All sources used, including the textbook, must be referenced using proper APA formatting; paraphrased and quoted material must have accompanying citations.

Unit VI Case Study

Several years ago, the Major League Baseball players’ association went on strike in September, just before the World Series started. The players’ contracts expired at the beginning of the season (May), but they held off the strike until September when they would lose only one-sixth of their salaries. In contrast, a September strike would hurt the owners financially because they earn a larger portion of their revenue during the playoffs. As one player explained: “If we strike next spring, there’s nothing stopping [the club owners] from letting us go until next June or July because they don’t have that much at stake.”

Use your knowledge of the sources and contingencies of power to explain why the MLB baseball players’ association had more power in negotiations by walking out in September rather than March.

Cite the text to support your ideas in an essay with a minimum of 300 words in APA format.

Unit VIII Final Project

The goal of this project is for you to utilize all of the topics you have learned throughout this course in a real world situation. In order to complete this project by the end of Unit VIII, you should be spending time on it each week that you are in the course.

You are the senior operations manager for a mid-sized insurance company. One of your smaller competitors (also an insurance company) has been hit hard due to many claims from a recent major storm. The company has also made some bad investments and is in financial trouble. Your boss has called you in to tell you that they plan on buying out this firm and integrating their business, and he needs you to develop the internal executive proposal that outlines a plan for integrating the smaller company into your current company’s current organizational model. Your job is to come up with an organizational plan to create a smooth merger of the two companies. From start to finish, develop a proposal ‘for internal use only’ that explains how the company should proceed.

Your boss tells you that the main goal of your proposal is to minimize behavioral resistance to change at both companies, to include clients, leadership, and subordinates. Include recommendations, such as activities, communications, and corporate meetings/events, in each related area of organizational behavior that will help with this merger. Be sure to cite theories from your textbook and at least three peer-reviewed, scholarly articles written in the organizational behavior field within the last three to five years to support your proposed ideas. Your paper should consist of a minimum of two pages in Times New Roman 12-point font and be double-spaced. Please be sure to cite all references, including your textbook, in proper APA format.

Be sure to cover each of the following content areas:
- Improving Perceptions
- Work-Related Stress
- Employee Motivation
- Rational Choice Paradigm
- Team Processes
- Channels Of Communication
- Organizational Culture And Power
- Ethical Issues
- Organizational Structure

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Submitting Course Papers/Projects**

Once you have completed your papers/projects, submit your completed papers/projects by uploading through the Assignment tab in each unit. Do not e-mail your paper directly to your professor. By using the Assignment tab, your record will automatically be updated to indicate you have submitted your papers/projects and the assignment will be provided to your professor for grading. Instructions for submitting your assignment can be found under the Assignment tab in each unit.

**APA Guidelines**

Waldorf University requires that students use APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. Students can find Waldorf’s Citation Guide in the myWaldorf Student Portal by clicking on the “Citation Guide” link under the “Resources” heading. This document includes examples and sample papers.

**Grading Rubrics**

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting the “Grades” link.

**Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.**
Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards (8 @ 2%)</td>
<td>= 16%</td>
</tr>
<tr>
<td>Unit Assessments (8 @ 3%)</td>
<td>= 24%</td>
</tr>
<tr>
<td>Unit I Article Critique</td>
<td>= 10%</td>
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<tr>
<td>Unit III Article Review</td>
<td>= 10%</td>
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<tr>
<td>Case Studies (2 @ 5%)</td>
<td>= 10%</td>
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<tr>
<td>Unit VIII Final Project</td>
<td>= 30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>= 100%</td>
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Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
BUS 3451, Organizational Theory and Behavior

Course Schedule

By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

<table>
<thead>
<tr>
<th>Unit I</th>
<th>The Field of Organizational Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
<td>Unit Study Guide</td>
</tr>
<tr>
<td>Read:</td>
<td>Chapter 1: Introduction to the Field of Organizational Behavior, Chapter 2: Individual Behavior, Personality, and Values, Suggested Reading: See Study Guide</td>
</tr>
<tr>
<td>Discuss:</td>
<td>Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time), Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)</td>
</tr>
<tr>
<td>Submit:</td>
<td>Assessment by Tuesday, 11:59 p.m. (Central Time), Article Critique by Tuesday, 11:59 p.m. (Central Time)</td>
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Notes/Goals:

<table>
<thead>
<tr>
<th>Unit II</th>
<th>Human Aspects of the Organization Behavior</th>
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</thead>
<tbody>
<tr>
<td>Read:</td>
<td>Chapter 3: Perceiving Ourselves and Others in Organizations, Chapter 4: Workplace Emotions, Attitudes, and Stress, Suggested Reading: See Study Guide</td>
</tr>
<tr>
<td>Discuss:</td>
<td>Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time), Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)</td>
</tr>
<tr>
<td>Submit:</td>
<td>Assessment by Tuesday, 11:59 p.m. (Central Time), Case Study by Tuesday, 11:59 p.m. (Central Time)</td>
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</tbody>
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Notes/Goals:

<table>
<thead>
<tr>
<th>Unit III</th>
<th>Performance Practices, Perceptions, &amp; Performance</th>
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<tbody>
<tr>
<td>Discuss:</td>
<td>Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time), Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)</td>
</tr>
<tr>
<td>Submit:</td>
<td>Assessment by Tuesday, 11:59 p.m. (Central Time), Article Review by Tuesday, 11:59 p.m. (Central Time)</td>
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Notes/Goals:
<table>
<thead>
<tr>
<th>Unit IV</th>
<th>Decision Making, Creativity, &amp; Team Dynamics</th>
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</table>
| **Review:** | □ Unit Study Guide  
  □ **Learning Activities (Non-Graded):** See Study Guide |
| **Read:** | □ Chapter 7: Decision Making and Creativity  
  □ Chapter 8: Team Dynamics  
  □ **Suggested Reading:** See Study Guide |
| **Discuss:** | □ **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
  □ **Discussion Board Comment:** Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| **Submit:** | □ **Assessment** by Tuesday, 11:59 p.m. (Central Time) |
| Notes/Goals: | |

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<thead>
<tr>
<th>Unit V</th>
<th>Team Communication &amp; Power and Influence</th>
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</table>
| **Review:** | □ Unit Study Guide  
  □ **Learning Activities (Non-Graded):** See Study Guide |
| **Read:** | □ Chapter 9: Communicating in Teams and Organizations  
  □ Chapter 10: Power and Influence in the Workplace, pp. 288-301  
  □ **Suggested Reading:** See Study Guide |
| **Discuss:** | □ **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
  □ **Discussion Board Comment:** Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| **Submit:** | □ **Assessment** by Tuesday, 11:59 p.m. (Central Time) |
| Notes/Goals: | |

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<thead>
<tr>
<th>Unit VI</th>
<th>Power, Conflict, &amp; Negotiation</th>
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<tbody>
<tr>
<td><strong>Review:</strong></td>
<td>□ Unit Study Guide</td>
</tr>
</tbody>
</table>
| **Read:** | □ Chapter 10: Power and Influence in the Workplace, pp. 302-310  
  □ Chapter 11: Conflict and Negotiation in the Workplace  
  □ **Suggested Reading:** See Study Guide |
| **Discuss:** | □ **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
  □ **Discussion Board Comment:** Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| **Submit:** | □ **Assessment** by Tuesday, 11:59 p.m. (Central Time)  
  □ **Case Study** by Tuesday, 11:59 p.m. (Central Time) |
| Notes/Goals: | |
### Unit VII  
**Organizational Leadership & Organizational Design**

**Review:**
- Unit Study Guide
- Learning Activities (Non-Graded): See Study Guide

**Read:**
- Chapter 12: Leadership in Organizational Settings
- Chapter 13: Designing Organizational Structures
- Suggested Reading: See Study Guide

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- Assessment by Tuesday, 11:59 p.m. (Central Time)

### Notes/Goals:

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### Unit VIII  
**Organizational Culture & Organizational Change**

**Review:**
- Unit Study Guide

**Read:**
- Chapter 14: Organizational Culture
- Chapter 15: Organizational Change
- Suggested Reading: See Study Guide

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- Assessment by Tuesday, 11:59 p.m. (Central Time)
- Final Project by Tuesday, 11:59 p.m. (Central Time)

### Notes/Goals: