ORGANIZATIONAL

BEHAVIOR

MBA 640

Online Studies Student Syllabus

| Rev. July 2020, Updated

August 2021

Course Description

This class is on fundamental components of organizational structure and design are examined as  it relates to behavioral topics including motivation, performance, group and interpersonal  dynamics, along with management and leadership issues.

Student Competencies

• Identify components of organizational behavior (theories and principles) and apply them  to real organizations.

• Evaluate and research an organizational problem, then make recommendations for  change supported by research findings and observations.

• Identify and evaluate the use of motivational and behavioral theories in the workplace.  • Develop an understanding of their roles as leaders and managers in organizations. • Develop an understanding of the principles and theories of the discipline of

organizational behavior and how these principles relate to the presuppositions of the  Christian worldview.

Assessment Criteria

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| --- | --- |
| **Assignment** | **Points Possible** |
| Written Assignments *(8 @ 50 points each)* | 400 |
| Discussion Questions *(14 @ 10 points each)* | 140 |
| Unit Quizzes *(7 @ 30 points each)* | 210 |
| Portfolio Paper/Service Learning  | 250 |
| Total  | 1000  |

*Grading Scale:*

930+ A 93-100%

900-929 A- 90-92%

870-899 B+ 87-89%

830-869 B 83-86%

800-829 B- 80-82%

770-799 C+ 77-79%

730-769 C 73-76%

700-729 C- 70-72%

670-699 D+ 67-69%

630-669 D 63-66%

600-629 D- 60-62%

0-599 F 0-59%

Resource Inventory

Ivancevich, J. M., Konopaske, R., & Matteson, M. T. (2018). *Organizational behavior and  management* (11th ed.). McGraw-Hill Education. ISBN: 978-1259852343

The Holy Bible

**Research Articles**: Locate articles by accessing the Belhaven Library Online http://belhaven.libguides.com/az.php

**Additional Resources:**

Bennett, R. J., & Robinson, S. L. (2000). Development of a measure of workplace  deviance. *Journal of Applied Psychology*, *85*(3), 349-

360. http://erlanbakiev.weebly.com/uploads/1/0/8/3/10833829/bennet\_worplace\_deviatio n\_2000.pdf

Coutu, D. (2009, May/June). Why teams don't work. *Harvard Business Review*, *87*(5), 98-105,  130. https://hbr.org/2009/05/why-teams-dont-work

Hares Neme. (2012, August 30). Hawthorne Studies [Video file]. Retrieved from  https://www.youtube.com/watch?v=W7RHjwmVGhs

Robert Greenleaf Center for Servant Leadership: https://www.greenleaf.org/what-is-servant leadership/

RSA Animate. (2010, April 1). Drive: The surprising truth about what motivates us [Video  File]. Retrieved from https://www.youtube.com/watch?v=u6XAPnuFjJc

RSA Animate. (2012, September 14). The truth about dishonesty. [Video file]. Retrieved  from https://www.youtube.com/watch?v=XBmJay\_qdNc

Ryngoksu. (2008, May 26). Ford and Taylor scientific management (Edited) [Video file].  Retrieved from https://www.youtube.com/watch?v=8PdmNbqtDdI

Souder, Betances and Associates [betancesspeaks]. (2013, February 17). Samuel Betances:  Confusing Differences with Diversity [Video file]. Retrieved from

https://www.youtube.com/watch?v=fWTtfuWawp8.

Zenger, J. (2012, June 20). Ethics in leadership: The 8 rules to prevent misuse of corporate power. Forbes. Retrieved July 5, 2016 Retrieved from

https://www.forbes.com/sites/jackzenger/2012/06/20/ethics-in-leadership-the-8-rules-to protect-corporate-power/?sh=325e10456a4e

Expectations of Online Studies Students

**Attendance**

Attendance will be recorded online by Monday of each unit for the preceding unit. Students are  to be marked as present if they interact with the course through submitting a paper, posting to a  discussion forum, or taking a quiz. If the student performs either of these elements then he or she  is marked present for that week. If not, the student is marked absent. Viewing a lecture does not  constitute attendance for a student.

**Due Dates**

A unit is considered to be Monday- Saturday. You are encouraged to “Observe the Sabbath day  and keep it holy.” Good time management is essential to career and academic success. Early  submissions of assignments and discussion responses are encouraged. Assignments submitted  late will be subject to a 30% reduction for each day they are late up to two days and will not be  accepted late after two days. Due dates are posted to the assignments.

**Communication**

Communicate questions directly to the professor, except in cases where you need to contact  technical support. Your Belhaven University email address will be utilized for the class, so  check it frequently.

**Required Formatting**

The required formatting for your papers, assignments, projects, discussions, or anything else that  may be research based is the *Publication Manual of the American Psychological Association* (APA). APA information in Canvas can be located by clicking on Resources and then Academic  Help.

**Americans with Disabilities Act (ADA)**

Belhaven University offers students disability accommodation in accordance with the guidelines  of the Americans with Disabilities Act. The student must make his or her disability known to the  Office of Student Care, must provide current documentation of the disability from an appropriate

licensed professional, and complete the Belhaven ADA Request Form for accommodation. The  student must provide such a request to the Office of Student Care at least two weeks prior to the  beginning of each semester for which the accommodation is requested. Approved  accommodations will be communicated to the student and made within a reasonable time period  after completion of the official request. Apply under the Quick Links on the Student  Life/Services tab.

**Responsible Research**

Responsible research is a critical component of education, and any individual conducting  research must learn how to investigate, read, understand, systematize, interpret, and finally  explain complex ideas and issues in writing. An individual conducting research must also  understand that ideas found in literature, media presentations, interviews or any other form of  media do not belong to the researcher and therefore must be given credit through proper  documentation. It is required that every person conducting research provides proper credit  through correct use of documentation not only to prevent plagiarism, but also to demonstrate

respect to the originator of the idea. To ensure that all papers possess originality, faculty  members will use Turnitin. Any paper exceeding 20% of non-original material or noticeable  undocumented information will be subject to a discount in points at the discretion of the faculty.

**Originality**

Unit writing and papers will be evaluated for originality using Turnitin. Belhaven University  encourages a high degree of originality in writing. Quoted material should seldom be used and  must be limited to phrases that cannot be paraphrased or summarized without losing their  effectiveness. Students are required to cite and reference all sources of information and images  using APA style. Non-originality exceeding 20% on papers will be subject to discount at the  professor’s discretion and students may be referred to a writing lab for assistance with  originality.

**Specific Practices to Avoid**

• Do not attempt to get a research paper from the Internet (or anywhere else) and submit as  your paper. This is dishonest and unethical.

• Do not copy from any book, article, or encyclopedia and submit this for your paper. This  is not acceptable research.

• Include references (including source and page numbers) which document every source  upon which you have in any way relied for each paragraph of your paper. If sources are  not properly referenced, the student has cheated the sources out of deserved credit and  cheated readers out of valuable information.

• Do not use material from any other student’s paper or work unless you give that student  full credit in reference notes.

Summary of Assignments

**Writing Assignments**

Writing assignments must be APA compliant and include a title page, appropriate citations, and  references. Each will be evaluated using the Unit Assignments and Portfolio Paper rubric  (Appendix A). Assignments are due no later than 11:59 p.m. (CT) on Saturday (Day 7). Earlier  submissions are encouraged.

**Discussion Questions**

Submit an initial post(s) responding to the prompt before 11:59 p.m. on Wednesday. An initial  discussion question response is considered to be a 250-300-word answer. Responses to  classmate’s discussion questions, when indicated, are due no later than Saturday at 11:59 p.m.  each week. Essay Discussions demonstrate a grasp of knowledge or concepts.

**Unit Quizzes**

Students will complete unit quizzes on all reading assignments and lectures. Quizzes are  available once all unit lectures have been viewed. Unit quizzes must be completed by Saturday at  11:59 p.m. (CT). Only after 11:59 p.m. (CT) on Saturday will correct answers for quizzes be  posted.

**Portfolio Paper/Service Learning Project**

Each student will spend 8 hours doing volunteer work for a non-profit organization, and report  on the organizational behavioral principles they observed, three recommendations for  improvement, and applications of the Christian worldview. In a report **due in Unit 7**, you are  expected to critically and thoroughly analyze and evaluate the situation, then make  recommendations for an appropriate process and solutions. Students must receive an official  letter from the organization verifying their volunteer hours, and the letter should be submitted with the final report in Unit 7.

**Guidelines for MBA640 Service Learning Project**

*Duration:* The Service Learning Project will last the duration of the course.  *Summary:* The learner is expected to spend eight (8) hours at the not-for-profit organization  performing volunteer service as well as learning about the organizational behavior aspects of the  organization. The learner’s experience will culminate in a written report summarizing the  learner’s experience as well as addressing several organizational behavior concepts encountered  during the experience.

**Note:** Students in the military can write about military related services; students who live in  geographic areas, where there isn’t access to a non-profit, can use any service related  organizations including churches.

**Contents of Final Paper:** The final paper summarizing the service learning experience will be  uploaded into Canvas and will contain the following elements:

• **Identification**

o Identification of the agency or organization for which service was performed.  o Description of the purpose or mission of the agency or organization.

o Description of the work done by the learner.

o Description of the area or department of the organization observed by the learner.  • **Organizational Behavior Concepts**

In this section, the learner will address organizational behavior aspects of the  organization. The learner will select two organizational behavior topics from those we  study in this course and apply the concepts and principles of those two (2) topics to the  organization. Suggested areas for observation and evaluation may include, but are not  limited to:

o Systems theory as applied to  the organization

o Organizational culture  o How the culture is being  sustained or changed

o Socialization of members  o The role of personality  o Perceptions

o Motivational theories  o Psychological contract  o Job design

o Use of evaluation, feedback  and rewards

o Misbehavior

o Individual or organizational stress  o Group development

o Group behavior(s)

o Use of teams

o Management of conflict

o Power and politics

o Communication

o Decision making

o Organizational structure

o Organizational leadership  o Organizational change

• **Details:** The following points should guide the learner in the completion of this project.  o The paper will contain 3,500 words of content. The cover sheet, abstract (not  required but may be used), table of contents (if used), and references *do not count* toward the length of the paper.

o The paper, including citations, references, and general format will be APA  compliant.

o In addition to the text and the Bible, the paper will contain at least **five** additional  references, two of which must be from peer-reviewed sources. References should  be from high-quality sources such as peer-reviewed sources, trade journals and  business journals. While sources such as Wikipedia, e-How, blogs, or similar sites  may occasionally be used, they will not count toward the minimum number of  references.

o The learner will obtain a letter from an officer or manager in the organization  verifying that at least 8 hours of service were performed for the organization. The  letter will state where the service was performed and the nature of the service.  The letter will also contain the name and contact information of the organization’s  contact providing the letter. This letter will be submitted with the project. *This  letter does not count toward the page content of the paper.*

o In addressing the organizational behavior topics chosen, it is recommended that  the analysis include the following aspects (you don’t have to use them all, but  these are good places to start):

▪ A description of the topic (a must)

▪ The theoretical foundation of the topic (a must)

▪ How the topic manifested itself in the organization (evidence)

▪ Effects of the topic on the organization

▪ Did the topic manifest itself as what you read suggested it would?

▪ Does that organizational behavior aspect propel or hinder the organization in  achieving this mission?

▪ What alternatives are there to the situation(s) you saw?

▪ Was the organization using the Organizational Behavior principles

effectively? What evidence is there of this?

▪ Do you have any recommendations for the organization based on what you  have learned in Organizational Behavior and what you saw?

• The paper will contain a significant section integrating Christian worldview perspectives  with the observations. In addition to evaluating the OB situation or practice from a  theoretical viewpoint, the learners must also evaluate the situation from the point of view  of the biblical foundations provided in this course. Learners must evaluate whether or  not the principle as practiced by the organization is consistent with the biblical foundations (compare and contrast) and evaluate the potential change in effectiveness of  the organization were the biblical foundations are to be employed. If the organization  does purport to operate from a biblical point of view, the learners will evaluate the extent  to which the organization appears to be consistent with the biblical foundation in its  organizational behavior. At least 750 words of the final paper should be devoted to this  aspect of the project.

• **Specific Requirements**: (3,500 words; At least 7 sources; APA-Compliant)

Students should note that there is a writing assignment due in Unit 7 as well as the final paper.  Students should do their service learning early in the course and should begin working on the  final paper before Unit 7.

UNIT ONE

**Unit Activities**

• Review the course module.

• Explore the online Library and Academic Help pages.

• Read assigned materials.

• View lectures.

• Complete unit quiz.

• Respond to discussion questions.

• Submit writing assignment(s).

**Reading Assignments**

• Chapters 1 and 2 *(Ivancevich et al. text)*

• “Ford & Taylor Scientific Management” *(Ryngoksu video)*:

https://www.youtube.com/watch?v=8PdmNbqtDdI

• “Hawthorne Studies” *(Hares video)*:

https://www.youtube.com/watch?v=W7RHjwmVGhs

• Two peer-reviewed resources to support the writing assignment in Unit 2

**Discussion Questions:** Post your initial responses to the discussion forum by Wednesday 11:59  p.m. and respond to the discussion of others by Saturday 11:59 p.m.

• **Discussion Question 1** *(10 points)*

o Prompt: Watch the video on scientific management and Taylorism, then review  the text material on scientific management. Then, identify some scientific  management that we still see in the workplace today. Discuss why we still see the  elements that you identify in the workplace, and evaluate whether those elements  yield positive results for the organizations that employ them.

o Requirements: 250-300 words

• **Discussion Question 2** *(10 points)*

o Prompt: Review the text discussion of systems theory and organizational  effectiveness. Thinking of an organization with which you are familiar, describe  the main features of its inputs, processes, and outcomes (or outputs). How do  these features work together to affect the outputs? In other words, if you were to  change a process or an input, how would it change the output (if at all)?

o Requirements: 250-300 words

**Writing Assignment:** Submit by Saturday 11:59 p.m.

• **Assignment** *(50 points)*

o Prompt: Describe the culture of the organization for which you work, or one with  which you are familiar. Use concepts found in the text and other sources that you  find. Discuss the culture in terms from Schein’s description of the culture or from  one of the other definitions of culture described in the text. Describe whether the

feathers of the culture provide positive or negative results for the organization.  o Requirement: Minimum of 750 words; 2 peer-reviewed or trade journal sources,  in addition to your text; APA-compliant.

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UNIT TWO

**Unit Activities**

• Read assigned materials.

• View lectures.

• Complete unit quiz.

• Respond to discussion questions.

• Submit writing assignment(s).

**Reading Assignments**

• Chapters 3, 4, and Appendix A *(Ivancevich et al. text)*

• “Confusing Differences with Diversity” *(Souder, Betances and Associates video)*:  https://www.youtube.com/watch?v=fWTtfuWawp8

• Psalm 19:7-14

• Two peer-reviewed resources to support the writing assignment for this unit

**Discussion Questions:** Post your initial responses to the discussion forum by Wednesday 11:59  p.m. and respond to the discussion of others by Saturday 11:59 p.m.

• **Discussion Question 1** *(10 points)*

o Prompt: Organizational behavior is a field that draws heavily on the disciplines  of psychology, anthropology, sociology, economics, and political science. Using  at least three specific Scriptures to support your assertions, provide one or more  unique perspectives that a biblical worldview would contribute to the field of  organizational behavior and management. In other words, tell how a Christian or  biblically-based worldview will cause one to think of management and OB  differently from someone without these bases.

o Requirements: 250-300 words

• **Discussion Question 2** *(10 points)*

o Prompt: Locate Exercise 3.1 at the end of Chapter 3 in our text. Take the  evaluation and summarize your results. After summarizing your results, discuss  the following questions, taking care to utilize text concepts in your discussion.

▪ What are the implications of the results as you will be managing others,  either now, or in the future? How will these results influence how you

may manage others?

▪ Were the results in areas of concern to you? How can you intentionally  develop or improve the areas that may be of concern?

▪ How does this exercise influence your understanding of emotional

intelligence? How may it help you become a better manager of yourself  or others?

o Requirements: 250-300 words

**Writing Assignment:** Submit by Saturday 11:59 p.m.

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• **Assignment 1** *(50 points)*

o Prompt: Using the following biblical passages, write a 500-word paper on how  this particular course should be understood differently at Belhaven than at a  secular institution. The passages to be considered:

▪ Psalm 1:1-6

▪ Psalm 19:1-14

▪ Psalm 119:1-8

▪ Philippians 1:1-10

▪ 1 Thessalonians 5:1-10

▪ 1 Peter 2:1-17

o Requirements: 500 words, APA-compliant

• **Assignment 2** *(50 points)*

o Prompt: Review the text section regarding diversity and the video on diversity vs.  differences.

▪ Regarding the organization with which you are familiar, describe any  identifiable signs of diversity that you see, identifying multiple forms of  diversity (if multiple forms exist).

▪ Describe efforts made by the organization to achieve diversity, and  evaluate whether the organization is truly diverse or just has differences.  o Requirements: Minimum of 500 words; 2 peer-reviewed or trade journal sources, in addition to your text; APA-compliant

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UNIT THREE

**Unit Activities**

• Read assigned materials.

• View lectures.

• Complete unit quiz.

• Respond to discussion questions.

• Submit writing assignment(s).

**Reading Assignments**

• Chapters 5, 6, and 7 *(Ivancevich et al. text)*

• “Drive: The surprising truth about what motivates us” *(RSA ANIMATE video):* https://www.youtube.com/watch?v=u6XAPnuFjJc

• Two peer-reviewed resources to support the writing assignment for this unit

**Discussion Questions:** Post your initial responses to the discussion forum by Wednesday 11:59  p.m. and respond to the discussion of others by Saturday 11:59 p.m.

• **Discussion Question 1** *(10 points)*

o Prompt: Think about your present workplace or a workplace with which you are  familiar. Describe specifically, and in detail, how one of the motivational theories  discussed in Chapter 5 was used to motivate employees. You can choose either  one of the **content** approaches or one of the **process** approaches. In describing  how the theory was used (i.e., applied), make sure you evaluate whether or not it  was used effectively, and clarify why you take the position that you do.

o Requirements: 250-300 words

• **Discussion Question 2** *(10 points)*

o Prompt: Compare and contrast the idea of extrinsic and intrinsic rewards with  Herzberg’s Two-Factor Theory of motivation. Does the idea of intrinsic and  extrinsic rewards agree in principle with Herzberg, or not? How effectively have  you seen intrinsic and extrinsic rewards used in the workplace?

o Requirements: 250-300 words

**Writing Assignment:** Submit by Saturday 11:59 p.m.

• **Assignment** *(50 points)*

o Prompt: Review the text discussion of Job Range, Job Depth, and Job  Relationships.

▪ Using the terms used in the text and in at least ONE other reference on this  topic, describe your current job position or one with which you are

familiar.

▪ Be sure to describe any attempts that the employer has made to increase  job range or job depth, and evaluate whether or not these efforts appeared  to be motivational to the employees.

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▪ If you have not seen any attempts at increasing range or depth, describe a  change that you would recommend and tell how you expect it to change  motivation in employees.

o Requirements: Minimum of 500 words; 2 peer-reviewed or trade journal sources,  in addition to your text; APA-compliant

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UNIT FOUR

**Unit Activities**

• Read assigned materials.

• View lectures.

• Complete unit quiz.

• Respond to discussion questions.

• Submit writing assignment(s).

**Reading Assignments**

• Chapters 8 and 9 *(Ivancevich et al. text)*

• “Development of a measure of workplace deviance” *(Bennett and Robinson article)*: http://erlanbakiev.weebly.com/uploads/1/0/8/3/10833829/bennet\_worplace\_deviation\_20 00.pdf

• Galatians 5:1-26 and Luke 6:27-49

• Two peer-reviewed resources to support the writing assignment for Unit 5

**Discussion Questions:** Post your initial responses to the discussion forum by Wednesday 11:59  p.m. and respond to the discussion of others by Saturday 11:59 p.m.

• **Discussion Question 1** *(10 points)*

o Prompt: Choose a current news article about a recent workplace issue related to  organizational behavior. Provide the title and the source. Summarize the article  briefly, and analyze the article using concepts learned in this week’s readings.  o Requirements: 250-300 words

• **Discussion Question 2** *(10 points)*

o Prompt: Analyze the words of the Apostle Paul found in Galatians 5:1-26. How  are these biblical assertions relevant to the study and application of organizational  behavior? Provide at least two (2) examples of how these verses could impact the  role of organizational behavior in business.

o Requirements: 250-300 words

**Writing Assignment:** Submit by Saturday 11:59 p.m.

• **Assignment** *(50 points)*

o Prompt: Review the discussion of the effect of antecedents, mediators, and  interventions and their relationship to employee misbehavior. You will find  Exhibit 8.2 in the Ivancevich et al. text helpful in this review. Then, review the  biblical texts: Luke 6:27-49 and Galatians 5:1-26. Answer these questions: How does dealing with antecedents and using interventions reflect a biblical worldview  in dealing with misbehavior? Can dealing with antecedents and using

nterventions be more effective than administering punishment after misbehavior  occurs? Support your answers with biblical and scholarly sources.

o Requirements: Minimum of 750 words; 2 peer-reviewed or trade journal sources,  in addition to your text; APA-compliant

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UNIT FIVE

**Unit Activities**

• Read assigned materials.

• View lectures.

• Complete unit quiz.

• Respond to discussion questions.

• Submit writing assignment(s).

**Reading Assignments**

• Chapters 10 and 11 *(Ivancevich et al. text)*

• Two additional peer-reviewed resources to support the writing assignment for this unit • “Why teams don’t work” *(Coutu article)*:https://hbr.org/2009/05/why-teams-dont-work

**Discussion Questions:** Post your initial responses to the discussion forum by Wednesday 11:59  p.m. and respond to the discussion of others by Saturday 11:59 p.m.

• **Discussion Question 1** *(10 points)*

o Prompt: Teams and groups in the workplace have both similarities and  differences. Discuss the similarities and differences between teams and groups.  Support your answer with cited material from the text and from another source  that you find (provide the reference for this source at the end of your discussion  post). The non-text course does not have to be peer-reviewed. Be sure to address  how your approach as a manager may differ, if you are in charge of a group or a  team.

o Requirements: 250-300 words

• **Discussion Question 2** *(10 points)*

o Prompt: Perform the *OB Matters* exercise on page 313 of the Ivancevich et al.  text. After taking the exercise and analyzing your results, discuss how your  findings may influence how you will lead or manage others, especially in conflict  situations. Are there areas in which you will need to learn new conflict

management skills or behaviors?

o Requirements: 250-300 words

**Writing Assignment:** Submit by Saturday 11:59 p.m.

• **Assignment** *(50 points)*

o Prompt. Identify a significant or common situation in your workplace (or a  workplace with which you are familiar) that involves intergroup conflict. This is  not a description of a simple disagreement but true intergroup conflict as  described by our text and lectures. Respond to the following:

▪ Identify and analyze the sources or drivers of the intergroup conflict using  the concepts provided in our text and other materials.

▪ Identify the technique used to resolve this conflict. If the conflict was not

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resolved, recommend a technique or approach.

▪ Evaluate the effectiveness of the approach taken to bring about resolution.  If resolution has not taken place, explain why your recommended  approach or technique might be effective.

o Requirements: Minimum of 500 words; 2 peer-reviewed or trade journal sources,  in addition to your text; APA-compliant

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UNIT SIX

**Unit Activities**

• Read assigned materials.

• View lectures.

• Complete unit quiz.

• Respond to discussion questions.

• Submit writing assignment(s).

**Reading Assignments**

• Chapters 12 and 13 *(Ivancevich et al. text)*

• Two peer-reviewed resources to support the writing assignment for this unit • “Ethics in leadership: The 8 rules to prevent misuse of corporate power” *(Zenger article)*:  https://www.forbes.com/sites/jackzenger/2012/06/20/ethics-in-leadership-the-8-rules-to protect-corporate-power/?sh=325e10456a4e

**Discussion Questions:** Post your initial responses to the discussion forum by Wednesday 11:59  p.m. and respond to the discussion of others by Saturday 11:59 p.m.

• **Discussion Question 1** *(10 points)*

o Prompt: Referring to the Zenger article, to the text, and to Scriptures, what steps  can a leader take to prevent the unethical or abusive use of power, especially  legitimate power?

o Requirements: 250-300 words

• **Discussion Question 2** *(10 points)*

o Prompt: Assume you have to deliver a very difficult message to your  organization (or subunit). Specify and describe the steps and measures that you  will use to help ensure the communication of this message will get the results that  you want to get.

o Requirements: 250-300 words

**Writing Assignment:** Submit by Saturday 11:59 p.m.

• **Assignment** *(50 points)*

o Prompt: Identify ways in which French and Raven’s Five Bases of Social Power  are used in your organization (or in an organization with which you are familiar).  ▪ Address the bases of power individually, not just in general.

▪ Evaluate whether or not these bases of power are used effectively or not.  ▪ Does the use of each base result in compliance, commitment, or

resistance?

o Requirements: Minimum of 500 words; 2 peer-reviewed or trade journal sources,  in addition to your text; APA-compliant

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UNIT SEVEN

**Unit Activities**

• Read assigned materials.

• View lectures.

• Complete unit quiz.

• Respond to discussion questions.

• Submit writing assignment(s).

• Submit the Portfolio Paper.

**Reading Assignments**

• Chapters 14 and 15 *(Ivancevich et al. text)*

• Chapters 16 and 17 *(Ivancevich et al. text)*

• Learn about Servant Leadership *(Greenleaf website)*: https://www.greenleaf.org/what-is servant-leadership/

• Two peer-reviewed resources to support the writing assignment for this unit

**Discussion Questions:** Post your initial responses to the discussion forum by Wednesday 11:59  p.m. and respond to the discussion of others by Saturday 11:59 p.m.

• **Discussion Question 1** *(10 points)*

o Prompt: Describe how the values of the leader and the organization influence and  affect each step of the rational decision-making process.

o Requirements: 250-300 words

• **Discussion Question 2** *(10 points)*

o Prompt: Why is the diagnosis of the problem so important in the change  management process? What important purpose does the diagnosis serve, and  what is the risk of skipping a careful diagnosis process?

o Requirements: 250-300 words

**Writing Assignment:** Submit by Saturday 11:59 p.m.

• **Assignment** *(50 points)*

o Prompt: Compare and contrast the servant leadership model with at least one of  the other models of leadership discussed in our text.

▪ Be sure to identify the critical ideas of how the models of leadership work,  when they are effective and when they are likely not to be effective, and

the effects that the models are likely to have on followers.

▪ Finally, identify and briefly discuss at least one specific instance in which  Jesus or another biblical person demonstrated servant leadership and tell

how they did so.

o Requirements: Minimum of 500 words; 2 peer-reviewed or trade journal sources,  in addition to your text; APA-compliant

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**Portfolio Paper:** Submit by Saturday 11:59 p.m.

• **Assignment** *(250 points)*

o Prompt: See *Summary of Assignments* for instructions.

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**APPENDIX A**

**Rubric for Evaluation of Unit Assignments and Portfolio**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterion** | **0.0 – 0.33****Below Average** | **0.34 – 0.67****Average** | **0.68 – 1.00****Above Average** |
| *Communication* |  |  |  |
| *Originality* |  |  |  |
| *Critical Thinking* |  |  |  |
| *Integration* |  |  |  |
| *Christian Worldview* |  |  |  |

*Communication* evaluates the proper attention to format, grammar, punctuation,  and the student’s ability to develop thought in an organized structure that exhibits  advance level work.

*Originality* evaluates the attention to proper citing and referencing of source  materials and the student’s ability to summarize, paraphrase, and effectively quote  the work of others, while developing original ideas and thoughts from researched  material.

*Critical thinking* evaluates the exhibited understanding of the process for reasoning and the elements of thought as illustrated in the student’s written work.

*Integration* evaluates the appropriate inclusion of thoughts, ideas, and information  from assigned reading in context with the topic, question, or task.

*Christian worldview*evaluates the appropriateness of referenced Scripture to the  topic, question, or task.

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**APPENDIX B**

|  |  |
| --- | --- |
| **Total****Points** | **Discussion Rubric** |
| **10** | **Excellent –** a contribution that demonstrated sound critical thinking skills in  analyzing, evaluating, and/or applying substance of the unit content and was  submitted on time |
| **8** | **Very Good** – a contribution that fell slightly short of the excellent guidelines  and may have either been submitted late or left a few points unaddressed from  the discussion criteria |
| **6** | **Good** – a contribution that needed additional development in using sound  critical thinking skills in analyzing, evaluating, and/or applying substance of the  unit content. |
| **4** | **Needing Improvement** – a contribution that needed additional development in  using sound critical thinking skills in analyzing, evaluating, and/or applying  substance of the unit content. |
| **2** | **Unsatisfactory** – a contribution that did not reflect the use of sound critical  thinking skills in analyzing, evaluating, and/or applying substance of the unit  content. |
| **0** | **Did not submit posts by close of the unit forum** |
|  | **Note to student**Please use this rubric to support your response and follow-up replies in the discussion  forums. It is necessary to also understand the substance of the discussion question and  your responses should reflect applying the learning content up to and including the unit  of the discussion forum. Personal experience, workplace examples, and scriptural  support are always encouraged to support your response. However, it is important to  avoid any proprietary information from the workplace.  If your score is lower than expected, use the rubric as a guide to evaluate your responses  for improvement efforts. If unsure as to what steps to take try: 1. Reading the discussion question thoroughly and repeatedly before replying  2. Including additional depth in your responses 3. Tightening your focus; be more concise 4. Working on application of content to your workplace or area of ministry Making sure your response is compatible with a sound Christian worldview |

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