Fermanian School of Business
LDR 6010 Organizational Behavior
3 units

Fall 2026 Quad 2

Meeting days: On-line--asynchronous	**Instructor title and name:** Dr. Bruce Schooling
Meeting times: On-line--asynchronous	**Phone:** 619-889-9669 (cell – calls are screened)
Meeting location: On-line--asynchronous	**E-mail:** bschooli@pointloma.edu
Final Exam: Due 12-20-26 @ 11:59p	**Office location and hours:** by arrangement
Additional info: Modality of group work is done by agreement of the members of the group.	**Additional info:**

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Fermanian School of Business Mission Statement

Character – Professionalism – Excellence – Relationships – Commitment – Innovation

As members of a vital Christian community, we strive to provide high quality business programs that equip students to make a positive impact in their workplace and community by connecting purpose to practice.

COURSE DESCRIPTION

This course addresses organizational behavior and how it is impacted by values, diversity, and technology. Students examine the process through which managers learn to apply concepts from the behavioral sciences to observe, understand, and influence behavior in the workplace. Concepts such as motivation, leadership, and application of techniques for individual and organizational growth and decision-making in a global environment are discussed.

COURSE LEARNING OUTCOMES (CLO)

The following student learning outcomes will be achieved by this course:

1. Exhibit an understanding of organizational behavior concepts and theories (PLO 1); (MAOL: PLO 1).
2. Assess corporate culture across various organizational contexts (PLO 3); (MAOL: PLO 6).
3. Propose recommendations to address organizational issues considering organizational behavior concepts, models and theories (PLO 3 & A1); (MAOL: PLO 1 & 2).
4. Present recommendations to assess organizational issues using effective written communication (PLO 6); (MAOL: PLO 4).
5. Identify key elements of teamwork and apply the elements in a team setting (PLO 7); (MAOL: PLO 5).

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 8 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

REQUIRED TEXTS

Neck, C.P., Houghton, J.D., and Murray, E.L. (2017). Organizational Behavior: A critical-thinking approach. SAGE Publications, Los Angeles, CA
ISBN 9781506314402

McDonald, L.G., and Robinson, P., (2009). *The Colossal Failure of Common Sense: The Inside Story of the Collapse of Lehman Brothers*. Three Rives Press, New York, NY ISBN 9780307588340

Lencioni, P. (2002). *The Five Dysfunctions of a Team: A leadership fable*. Jossey-Bass, San Francisco, CA
ISBN 9780787960759

NOTE: Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

ASSESSMENT AND GRADING

Because there are assignments due almost everyday assignment comments and/or direction will be posted within two (2) days following the due date. It is important to read the comments posted in response to the work as these comments are intended to lead deeper into the subject matter. Final grades will be posted within one week of the end of the class. Grades will be based on the following:

Deliverables for this course

These are the "big rocks" you will need to finish to complete the course. There are a number of smaller items that require your attention and they are listed as a whole.

There is a significant amount of reading required. Two chapters of the textbook (Neck et al) each week followed by a quiz on each chapter, The Five Dysfunctions of a Team in the first part of the course, and The Colossal Failure of Common Sense to be finished by the end of the course. Material from these readings is to be used in the assignments.

In addition, the original research component (the Literature Review) of the course requires you to consider, find, read, and inform others of what is "known" about a particular OB subject. There are a series of assignments designed to help guide you to a completed Literature Review.

There are several videos to watch and comment on in Discussion Boards. These videos are intended to help you to really think through the material of OB and to ask you to consider, perhaps, a different perspective.

There is an Organizational Behavior consulting report to be written based up the Lehman reading.

Finally there is a book exam for the Dysfunctions book and a comprehensive final exam.

ASSIGNMENTS & ACTIVITIES COURSE HOURS

Reading: Text & Notes	40
Discussion Assignments & Posts	13
Written Assignments	13
Journal Activities	8.5
Literature Review Research & Project	12
Video Webinars & Presentations	12
Quizzes	7
Major Learning Assessments	7
Total	112.5

Grading Points

Module Assignments	180
Video Discussions	140
Chapter quizzes	280
Literature Review Assignment	100
Dysfunctions Exam	100
Final Exam	100
Final OB Consultation Paper	100
Total	1000

- **Grade Scale**

Standard Grade Scale Based on Percentage of Points Earned				
A	**B**	**C**	**D**	**F**
A 96-100	B+ 87-89.9	C+ 77-79.9	D+ 67-69.9	F 0-59.9
A- 90-95.9	B 83-86.9	C 73-76.9	D 63-66.9	
	B- 80-82.9	C- 70-72.9	D- 60-62.9	

INCOMPLETES AND LATE ASSIGNMENTS

· Late Assignments
All assignments are to be submitted by the due dates posted. I will examine any late assignments and grade accordingly. Please monitor the dates closely. You should verify assignments in the syllabus and in the Canvas module. The “To Do” list on your canvas dashboard may not be correct. Work in the “Modules.” If missing assignments result in your failure to meet learning outcomes, you may receive a letter grade reduction on the final

grade in addition to the loss of points for missing work.

In our discussions, late work means that others may not have the opportunity to respond to your comments. It also means that you will not have the benefit of as much interaction with other students as you will have if your assignment is posted on time. If you know you will be away on the day your assignment is due, please post your work before you leave.

Assignments will be considered late if posted after midnight Pacific Standard Time on the day they are due.

Incompletes will only be assigned under extremely unusual circumstances.

· Participation
Given this is a Master level course you are expected to be engaged and contributing to every discussion. Your participation, engagement, and contribution in the course is monitored and is reflected in the grading of assignments. Your interaction with the course content, the instructor, fellow students, and the learning process directly influences your level of success in the course. You need to demonstrate that you have truly completed the assigned readings, shared what you learned from them, and demonstrate understanding and application of the concepts presented. Participation in the course will benefit your overall experience as well as the experience of others in the course.

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

APA Style: How to Cite ChatGPT

CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

TRIGGER WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other
methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

SPIRITUAL CARE

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions for or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at scortezm@pointloma.edu.

In addition, on the MV campus there is a prayer chapel on the third floor. It is open for use as a space set apart for quiet reflection and prayer.

Resources for technology based students are physically more difficult. As you instructor I am available to facilitate providing resources and discussion for you if you reach out to me.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix or as shown in the PLNU Spiritual Care section of this syllabus.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

GPS ACADEMIC RESOURCES

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- **The GPS Writing Center offers:**
  - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
  - **One-to-one appointments** with the Writing Coach
  - **Microlearning YouTube Video Library** for helpful tips anytime
  - **Research Help Guide** to help you start your research
  - The physical office is located on the third floor of the **Mission Valley Regional Center** off the student lounge
- **Academic Writing Resources Course**: Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. **Watch a quick video run-through** and take time now to explore!
- **Grammarly**: Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.
- **Tutoring**: Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: **GPSWritingCenter@pointloma.edu**

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is

not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on State Authorization to view which states allow online distance education outside of California.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See Graduate Academic and General Policies for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond

Academic Center (EAC@pointloma.edu or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

COURSE MODALITY DEFINITIONS

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.

a. Synchronous Courses: At least one class meeting takes place at a designated time.

b. Asynchronous Courses: All class meetings are asynchronous.

2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.

3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

PLNU ATTENDANCE AND PARTICIPATION POLICY

Refer to Academic Policies for additional detail.

MBA/MAOL Courses that are online or hybrid:

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs

- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

USE OF TECHNOLOGY

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the *Technology and System Requirements* information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. No requests for early examinations or alternative days will be approved.

COURSE SCHEDULE AND ASSIGNMENTS

Summary of assignments

1. **Academic Honesty Verification**: Be sure to review the Academic Honesty Verification information before taking any quiz or exam. This is something that is included in every class, for your signature.
2. **Faith Integration**
   A weekly readings are provided in the Weekly Schedules. Each are intended to integrate with the weekly material but are not obvious. This really is a time to reflect and could help you to find thoughts for use later in the course or in life.
3. **Reading/Lecture Notes/**
   Students are expected to complete the assigned reading as early in the week as possible so that the reading can inform the student's contribution to the course. In addition there are quizzes, for each chapter, in the textbook
4. **Weekly Assignments**
   Each weekly module contains assignments to be submitted through Canvas. Each assignment requires writing to the issues presented and expects a thorough exploration of relevant material.
5. **Weekly Engagement**
   Each weekly module contains weekly engagement activities consisting of assignments, journals, and discussions. Engagement provides a place for you to share with and from the learning community (your peers) in a collaborative place. Discussions provide a place to learn and work together. Journals are a safe place to express valued insights into the material and is a private place that only the producer and the instructor can view.
6. **Research Assignments**
   There are five (5) components to the Research portion of the course – the first 4 components lead to the completion of the Literature Review
   a. Research Question: Understanding and adding to the knowledge base of the field begins with a desire to

discover something new. The development of a research question is the first step (and the hardest step) in doing research. It is as simple as "What do you want to know?" This assignment requires the student to develop the question for yourself about an area of organizational behavior.

b. Research Topic: The topic is a statement of the question. It is the development of a hypothesis.

c. Research Outline: An outline provides an overview of the research project and allows for holistic thinking of the needs of the project from start to finish.

d. Research Reference List: The development of the literature to be read and synthesized on the various components of the hypothesis provides for the gathering of the material to be read.

e. Literature Review: An integrated overview of the research already done on the variable pertinent to current research informs the reader of what has already been found in the area under investigation. Literature Reviews require the author to weave together the material so that the reader is informed of the foundation and the issues involved in the current research area.

7. **Final Project:** Through the term of the course, you will read "The Colossal Failure of Common Sense". It is an insider's view of what happened a Lehman Brothers at the beginning of the financial meltdown around 2008. But the book takes you back to the authors roots and provides some insight into the journey that gives rise to his thinking.

   The book provides a common case for all students to reference in a hypothetical consulting project at Lehman.

8. **Examinations**
   There are two (2) exams covering the required reading in Dysfunctions and a Final Comprehensive Exam covering the material in the Discipline.

9. **Course Evaluations**
   An important evaluation of the course will be found in the 7th module for all students to complete.

COURSE SCHEDULE AND ASSIGNMENTS

The study of Organizational Behavior is divided into four areas: Individuals, Groups, Structures, Context (or Environment). LDR 6010, therefore, focuses in on those four areas. Below is a general overview of the course content overview:

Course activities are explained in detail in the weekly modules of Canvas. However, each week generally consists of **two sets** of: a faith-integration activity, a lecture that you read or listen to, a chapter to read in the text, a quiz from the text reading; additional reading, quad long, from the two additional books; several additional assignments requiring application of the material to your individual and particular circumstance; and an online meeting with a small group of classmates. A few weeks have an additional exam, a literature review assignment, or a case study assignment.

INTRODUCTION TO ORGANIZATIONAL BEHAVIOR (OB)

Wk 1 Module 1	10-26	Ch 1 Why Organizational Behavior (OB)
		Ch 2 What makes up OB

ORGANIZATIONAL BEHAVIOR: INDIVIDUALS

Wk 2 Module 2	11-2	C**h 3** Personality – Is it all about me?
		Ch 4 Attitudes – When we insert others
Wk 3 Module 3	11-9	**Ch 5** Motivation – Getting up everyday

		Ch 8 Communication – What makes a group great

ORGANIZATIONAL BEHAVIOR: GROUPS

Wk 4 Module 4	11-16	**Ch 9** Work Groups—How to choose a Group
		Ch 11 Politics – How to Survive a Group

ORGANIZATIONAL BEHAVIOR: ETHICS

Wk 5 Module -- Light	11-23	Ethics and Organizational Behavior

ORGANIZATIONAL BEHAVIOR: STRUCTURES

Wk 6 Module 5	11-30	**Ch 16** Culture – I can create it
		Ch 12 Leadership – Someone has to do it
Wk 7 Module 6	12-7	**Ch 15** Design – Give me my crayons!
		Ch 10 Diversity – Why doesn't everyone think like me?

ORGANIZATIONAL BEHAVIOR: CONTEXT

Wk 8 Module 7	12-14	**Ch 18** Change – Everyone says they love it, but ….
		Ch 13 Conflict and Negotiation – When life gets hard