

"More than the Bottom Line™
Business Education to Change the World™

Spring 25 Quad 1

Meeting days: On-line	Instructor title and name: Dr. Bruce Schooling
Meeting times: On-line	Phone: 619-889-9669 (cell – calls are screened)
Meeting location: On-line	E-mail: bschooli@pointloma.edu
Final Exam: due 3-9-25@ 11:59 pm	Office location and hours: by appointment
Additional info:	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 is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Fermanian School of Business Mission

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 is a study of human behavior in social organizations, with a focus on the environment, structure, and human behavior at the individual, group, and organizational level. Emphasis is on acquiring skills and analytical concepts to improve organizational relationships and effectiveness.

Prerequisite: BMG2012

COURSE LEARNING OUTCOMES

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

1. Identify the key management principles relating to environment, structure and human behavior at the individual, group and organizational levels (PLO 1 & A1)

2. Prepare strategies for improving work performance and organizational effectiveness (PLO 1, 2 & 5 & A1).
3. Assess the impact of various organizational structures on corporate culture and behavior (PLO A2; PLO 5).
4. Analyze the ethical impacts when managing people and resources (PLO 3, 4).
5. Collaborate effectively in a team to thoroughly assess an organization and make sound recommendations (PLO 4, 5).
6. Demonstrate effective business communication through written and verbal means (PLO 2, 3).

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. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

1. Nelson, D. L. and Quick, J. C., (2017), ORGB⁵. Organizational Behavior. 5th Cengage Learning 4LTR Press.
2. Gladwell, M., (2005). Blink: The power of thinking without thinking. Back Bay Books, Little and Brown ISBN [0-316-17232-4 \(Links to an external site.\)](#)[Links to an external site.](#)
3. Tetlock, P.E., (2015) Superforecasting: The art and science of prediction. Crown Publishers, New York, NY.
4. Harvard Business School Publishing case: Thomas Green: Power, Office Politics, and a Career in Crisis. Case will be available from HBP when needed and can be purchased from HBP for a small fee. The link to Harvard Publishing can be found in the second to last module when appropriate.

NOTE: Students are responsible to have the required textbooks and other materials prior to the first day of class. Students are also encouraged to begin reading the materials in preparation for the class as soon as possible.

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. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal

academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

ASSESSMENT AND GRADING

Students are expected to participate in all weekly online meetings with their small groups, complete the course materials, and submit all required assignments/exams as scheduled and on time. Failure to do so will result in loss of points. Approximate points available are as follows:

Assignment	Points
Text Chapters and Quizzes (two each week)	140
Video Response Activities (two each week)	140
Weekly Assignments	175
Weekly Reflections Meetings and Summaries with your Small Group (one each week)	70
Ethics and Organizational Behavior Reflection	35
Mid Term Exam	100
<i>Blink</i> reading Exam	50
<i>Superforecasting</i> reading Exam	50
Literature Review Assignments (there are five)	100
Final Case Study	140
Total	1000

1. Each week two quizzes is given covering the material in the textbook chapter assigned. The quizzes may be taken as many times as you like for the score you desire. Quizzes are timed and the computer will keep the final attempt. 10 points/quiz possible each week.

2. Reading assignments in both “Blink” and “Superforecasting” provide the material covered the book exams.
3. Each week there are two individual assignments.
4. Each week there is a reflection due from the assigned group. While it is difficult to do group work in a digital environment part of the intent of this work is to explore the different ways to work as a group when not in the same space or time.
5. There are 5 Literature Review assignments. 4 require a review and synthesis of the material in one scholarly research article on a directed subject. The final Literature Review assignment requires you to find, read, and synthesize the findings of 4 articles on a OB subject of your choosing.

Attendance and Participation are not specifically graded in this class. However, your attendance and participation are assessed through work that is timely, accurate, and engaged.

You are required to participate as part of a team/group. At least one weekly assignment (Reflections) requires that all members of a group be involved in the material that is turned in. You will be assigned to a group. In the digital environment we seem to be moving toward knowing how to work in a group that is only together digitally will be a valuable skill. Each group will need to develop a process that works for that particular group.

Please remember that the Gradebook in Canvas does not reflect any points for assignments not turned in during the semester. At the end of the semester all missing assignments are assigned a 0 and grades are assigned based upon the total of the work required, not the work turned in.

Grade Scale

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 95-100	B+ 87-89.9	C+ 77-79.9	D+ 69-69.9	F Less than 65
A- 90-94.9	B 83-86.9	C 73-76.9	D 67-68.9	
	B- 80-82.9	C- 70-72.9	D- 65-66.9	

INSTRUCTOR FEEDBACK

Assignments will be graded as soon after the due date as possible and grades for the week will be posted to the Canvas gradebook by Tuesday night of the following week. If an immediate response is needed email or phone the instructor.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in as assigned and listed on Canvas. Incompletes will only be assigned in extremely unusual circumstances. Please communicate with the instructor about life circumstances interfering with assignments.

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) 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.

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.

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 or bias, you can find more information on reporting and resources at www.pointloma.edu/bias.

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.

SPIRITUAL CARE

PLNU strives to be a place where you grow as a whole person. To this end we provide resources for our Graduate and Adult Undergraduate 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, desire to meet or share a prayer request with the onsite chaplain, you may email Dr. Sylvi Cortez Masyuk at scortezm@pointloma.edu.

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

You'll find faith integration activities throughout this course.

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 [Adult Undergraduate 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 619-849-2486). 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. The EAC makes accommodations available to professors at the student’s request.

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 ensure 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 special 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

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 your course, 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.

The final examination in this particular class is the final case study due on the final day of class.

COURSE SCHEDULE AND ASSIGNMENTS

The study of Organizational Behavior is divided into four areas: Individuals, Groups, Structures, Context (or Environment). BMG320, 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, a chapter to read in *ORGB^s*, a PowerPoint to view, a quiz from *ORBG^s* reading, a video to watch and a response activity, an additional reading (*Blink* first and then *Superforecasters*, a short assignment, and an online meeting with a small group of classmates. A few of the weeks have an additional exam, a literature review assignment, or a case study assignment.

WEEK	DATE	COURSE CONTENT
WK 1 Module Light	1-13	Ethics and Organizational Behavior
WK 2 Module 1	1-20	Ch 1 Why Organizational Behavior (OB)
		Ch 2 What makes up OB
		ORGANIZATIONAL BEHAVIOR: INDIVIDUALS
WK 3 Module 2	1-27	Ch 3 Personality – Is it all about me?
		Ch 4 Attitudes – When we insert others
WK 4 Module 3	2-3	Ch 5 Motivation – Getting up everyday
		ORGANIZATIONAL BEHAVIOR: GROUPS
		Ch 8 Communication – What makes a group great?
WK 5 Module 4	2-10	Ch 9 Work Groups -- How to choose a Group
		Ch 11 Politics – How to survive a Group

		ORGANIZATIONAL BEHAVIOR: STRUCTURES
WK 6 Module 5	2-17	Ch 16 Culture -- I can create it
		Ch 12 Leadership – Somebody has to do it
WK 7 Module 6	2-24	Ch 15 Design -- Give me my crayons!
		ORGANIZATIONAL BEHAVIOR: CONTEXT
		Ch 10 Diversity – Why doesn't everyone think like me?
WK 8 Module 7	3-3	Ch 18 Change – Everyone says they love it, but
		Ch 13 Conflict and Negotiation – When life gets hard

Assignments & Activities	Course Hours
Reading Course Content Pages & PowerPoint Presentations	12 hrs
Reading <i>ORGB</i> ^s	28.5 hrs
Reading <i>Blink</i>	8 hrs
<i>Blink</i> Exam	1 hr
Reading <i>Superforecasting</i>	10 hrs
<i>Superforecasting</i> Exam	1 hr
Watching Videos & Related Activities	12 hrs
Discussion Boards	3 hrs
Weekly Quizzes	4 hrs
Weekly Assignments	13 hrs
Case Studies	8 hrs

Weekly Reflection Meetings (Group Work)	12 hrs
TOTAL COURSE HOURS	112.5 hrs