

*School of Graduate and Continuing Studies
Olivet Nazarene University*

Organizational Behavior

PRM 402

DATES: May 21 – 25, 2018

Syllabus

Bachelor of Applied Science: Practical
Ministries

for

Salvation Army Officers



Organizational Behavior

Statement of Faith

“As an educational enterprise of the Church of the Nazarene, we pursue truth in order to glorify the God and the Father of our Lord Jesus Christ: praying for the coming of the Spirit; remembering the promise of Scripture and tradition; keeping our hearts faithfully attuned to the voice of God; and being thoughtfully, acutely, and critically engaged.” 2002-2004 Catalog. Bourbonnais, IL: Olivet Nazarene University.



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Course Description/Overview

Organizational Behavior focuses on understanding why individuals behave as they do in the context of the workplace, as well as in non-work settings including clubs, teams, churches, and associations.

Organizational Behavior (PRM 402) draws from the concepts and practices from the field of Organizational Behavior and examines individual, group, and organizational levels of behavior and the variables that inhibit or facilitate effective organizational functioning. Topics may include individual and group dynamics, motivation, leadership, power, culture, decision-making, managing change, conflict resolution, and ethics.

Studying Organizational Behavior and understanding your own and others' behavior will improve your ability to communicate with individuals and groups working together toward common goals, and thereby increase personal and organizational effectiveness.

Course Materials

TEXTBOOKS/REQUIRED READING

Nelson, D., & Quick, J. (2015). ORGB 4 Student Edition. (*Organizational behavior*, 4th Ed.) Paperback. US: South-Western Cengage Learning.

Publication Date: 2015 | ISBN-10: 1285423291 | ISBN-13: 978-1285423296 | Edition: 4

The online resources that come with a new text are not required for this course.

There are various previous or more recent editions of this textbook that are only slightly different from the assigned version for this course. Page numbers may be slightly different, but if the student is willing to do the work to match up assigned sections, permission to purchase or borrow a different edition of the text is permitted. All citations in papers and presentations should be based on the book version used.

Chapter 16	pp. 256 – 269
Chapters 3 through 7	pp. 36 – 118
Chapters 9 through 13	pp. 136- 220

Moore, J. (Director). (2004). *Flight of the Phoenix* DVD. Twentieth Century Fox Films (Will be viewed in class.)

Steinke, P. L. (2014). *Congregational leadership in anxious times: Being calm and courageous no matter what*. Lanham, MD: Rowman & Littlefield. ISBN-10: 1566993288
ISBN-13: 978-1566993289

OTHER READING

Articles from journals or magazines not currently referenced in the syllabus may be assigned reading in class or as pre-reading for the next day's classes during SACEP.

Learning objectives

Upon completion of this course, the student will be able to:

- Understand the main ideas relating to organizational behavior and their impact in developing a high-performing organization.
- Understand the challenges and elements involved in changing an organization's culture.
- Identify and apply methods of conflict resolution and handling interpersonal communication in the workplace.

- Understand the role of organizational structure and organizational culture on ethical behavior.
- Analyze organizational problems and implement solutions to improve employee, team, and organization performance.

Learning outcomes

The following outcomes are expected of each student of this course:

- The student will define personal leadership by identifying how individual background and experience has shaped a unique set of traits, skills, and styles that they bring to the organizational setting.
- The student will examine the role and impact of values, personality, and emotion on the behavior of themselves and others, and the management of these to achieve organizational success.
- The student will apply Bandura's Social Learning Theory to analyze and explain aspects of personality and behavior of fictitious scenarios/people.
- The student will identify a common behavioral problem and apply organizational behavior theories and concepts in formulating a resolution based plan for their local organizational setting.
- Using principles of transformational leadership and leadership through self-differentiation, the student will articulate personal vision for growth and impact as a leader.

Course Assignments

Any pre-session assignments submitted late will lose 50% of assigned value before grading. Any pre-session assignment received after the last session concludes on Friday, May 25, 2018 will receive a score of "0".

Grades

Grading Element	Due	Weight
PRE-SESSION AND DURING SACEP ASSIGNMENTS:		
A-1 Assigned reading, Nelson/Quick and Steinke; Pre-session reading declaration (10%)	Monday, 5/21/18	100
A-2 My Story autobiography outline (combined with presentation 10%)	Wednesday, 5/16/18	100
My Story with video or slide show in class presentation	Monday, 5/21/18	
A-3 This is Me, autobiography paper (10%)	Thursday, 5/24/18	100
In class assignments/quizzes (20%)	Friday, 5/25/18	200
Participation (15%)	Friday, 5/25/18	150
POST-SESSION ASSIGNMENTS:		
A-4 Organizational Behavior Project (20%)	Tuesday, 7/31/18	200
A-5 Power of Your Presence Vision Statement (15 %)	Friday, 8/10/18	150
Total		1000

A2-My Story

Value: 100 Points (10%)

For this assignment you will produce your own “YouTube” style video or create a PowerPoint slide show telling how your story has influenced your leadership development.

Please complete the reading assignments prior to doing this assignment and apply concepts from ORGB4 (e.g., chapter 3 and chapter 12) and Steinke in your presentation.

Instructions and Presentation Specs

- Prepare a short autobiography in which you focus on how your unique background has shaped your leadership traits, skills, and styles. The detailed outline of your presentation is due the week prior to the start of the course.
- While testimony of your spiritual walk or calling to ministry may be part of your story—it shouldn’t be the main focus of this presentation.
- Based on the autobiography (outline) you have written, create either a video of yourself talking about your past and its influence on your leadership traits, skills and style or a short slide presentation that includes the same information.
 - Video length: 3-5 minutes
 - Slide presentation length: 5-10 slides
 - Be creative!
- Bring your video or slide show on a thumb drive, prepared to present it on the first day of classes.

Assignment due:

Detailed Outline due Wednesday before SACEP starts.

Video or Slide file and presentation - First day of class.

A-2 Criteria	Full Credit: 90-100%	Partial: 70-89%	Limited Credit: Less than 70%	Possible Points	Points Earned
Content Knowledge	Presentation demonstrates in-depth understanding, appropriate use, and correct implementation of theories, concepts, and/or strategies from the assigned reading.	Presentation demonstrates minimal understanding of theories, concepts, and/or strategies from assigned reading; or they may not always be used appropriately or implemented correctly.	Presentation demonstrates a lack of understanding, inappropriate use, and incorrect implementation of the theories, concepts, and/or strategies presented in the course material.	40	
Support	Opinions or ideas expressed are well substantiated with numerous explicit references to the content and/or personal references.	Opinions or ideas expressed are substantiated with references to the content and /or personal references.	Opinions or ideas expressed are unsubstantiated with references to the content and/or personal references.	20	
Comprehensive	All aspects of the assignment were explicitly addressed in a creative presentation.	Most aspects of the assignment were satisfactorily addressed. Presentation was appropriate with some creative elements.	Few aspects of the assignment were addressed. Presentation was lacking creative element or interesting content.	15	
Rapport	Presentation was interesting and excellently articulated.	Presentation was of interest to the audience and was adequately articulated.	The presentation lacked interesting elements or effective articulation.	10	
Writing/ visual elements	Writing is clear, concise, and well organized, with excellent sentence/ paragraph construction. Thoughts are expressed in a coherent and logical manner. If spelling, grammar, or syntax errors exist, they are minimal and do not detract from the message.	Writing is mostly clear, concise, and well organized, with good sentence/ paragraph construction. Thoughts are mostly expressed in a coherent and logical manner. Spelling, grammar, or syntax errors detract from the message.	Writing is unclear and/or disorganized. Thoughts are not expressed in a coherent and logical manner. Spelling, grammar, or syntax errors significantly detract so that the message is unclear.	15	
			Total Points	100	

A3-This is Me

Value: 100 Points (10%)

In this assignment you will write a paper to be read by the “hiring committee” of your organization convincing them that selecting you for leadership (in your current position) is a good decision. Written in the spirit of a resume, this paper should include analysis of your personality (ORGB4 Chapter 3) and leadership (ORGB4 Chapter 12) and show how your unique presence (Steinke) in your current position will benefit the organization.

Instructions

- Complete the reading assignments prior to writing your paper, and apply concepts from ORGB4 (e.g., chapter 3 and chapter 12) and Steinke in your paper.
- Write an academic paper (minimum 500 words) in which you analyze your personality and leadership traits and relate how this knowledge and understanding will be reflected in the way you interact professionally in your workplace.
- Include in your paper examples or evidence that knowing your personality traits, skills, etc., helps you to be an effective leader in your workplace, and support your analysis from the assigned reading.
- The secret to a well-written concise paper is the editing process. Write your paper then edit out unnecessary words that add little or no value. The word count is a guideline.
- While testimony of your spiritual walk or calling to ministry may be part of your story—it isn’t the main focus of this paper.

Paper Specs

Put your name and word count in the upper left corner of the paper header

- Use APA style format and citing.
- Use 500 words as the guideline for your paper’s length.
- Use a minimum of **two** additional scholarly, credible sources.
- Save the assignment as **A3+your last name + first initial**. For example, Jane Smith's assignment would read: **A3smithj**.

Assignment Due: Thursday, end of day, SACEP week.

A-3 Criteria	Full Credit: 90-100%	Partial: 70-89%	Limited Credit: Less than 70%	Possible Points	Points Earned
Content Knowledge	Response demonstrates in-depth understanding, appropriate use, and correct implementation of theories, concepts, and/or strategies presented.	Response demonstrates minimal understanding of theories, concepts, and/or strategies presented in the reading material; or they may not always be used appropriately or implemented correctly.	Response demonstrates a lack of understanding, inappropriate use, and incorrect implementation of the theories, concepts, and/or strategies presented in the course material.	50	
Support	Opinions or ideas expressed are well substantiated with numerous explicit references to the content and/or personal references. A minimum of two additional scholarly sources is used. The references support the opinions or positions expressed. APA style was correctly used.	Opinions or ideas expressed are substantiated with references to the content and /or personal references. Two or fewer additional scholarly sources were used and references cited may or may not support the opinions or positions expressed. APA style was used with minimal errors.	Opinions or ideas expressed are unsubstantiated with references to the content and/or personal references. One or fewer additional scholarly sources were used. The references cited do not support the opinions or positions expressed, or are missing. APA style was not followed or contained many errors.	25	
Comprehensive	All aspects of the assignment are explicitly addressed.	Most aspects of the Assignment are satisfactorily addressed.	Few aspects of the Assignment are addressed.	10	
Writing	Writing is clear, concise, and well organized, with excellent sentence/ paragraph construction. Thoughts are expressed in a coherent and logical manner. If spelling, grammar, or syntax errors exist, they are minimal and do not detract from the message.	Writing is mostly clear, concise, and well organized, with good sentence/ paragraph construction. Thoughts are mostly expressed in a coherent and logical manner. Spelling, grammar, or syntax errors detract from the message.	Writing is unclear and/or disorganized. Thoughts are not expressed in a coherent and logical manner. Spelling, grammar, or syntax errors significantly detract so that the message is unclear.	15	
			Total Points	100	

A4 –Organizational Behavior Project

Value: 200 Points (20%)

This paper will provide a forum for you to use critical thinking and reflection skills to link your experience in an organization to your learning of organizational behavior theory.

In this paper, identify an individual, group, or organizational issue in your appointment that is inhibiting effective organizational functioning. Briefly describe the issues or problems facing the organization. Apply concepts from the course to understand why the problem is occurring. Offer recommendations in a comprehensive plan to help improve organizational functioning. For example, the challenge identified might be conflict between staff members or corps leaders. You would briefly describe and analyze the situation, then suggest a plan to begin resolving the conflict and improve working together relationships.

The purpose of this project is for you to apply material learned in the course (required readings, lectures, class discussions) to a current problem/challenge in your organization. For that reason, the issue analyzed should be current or ongoing—not a historical report of an issue you managed in the past. Approach the assignment as a case study from an emotionally neutral position—as though you are an outside, unbiased consultant offering analysis and a plan of action. The plan should identify actions to be taken to move the situation forward from where it is to where you want it to be, and use material from the course to support that this plan could work.

Incorporate concepts from the ORGB4 text, Steinke, and a minimum of three additional scholarly, credible sources. Your paper should include an introduction, appropriate transitions, and a concluding paragraph. The identified challenge and prescribed plan should be a minimum 500 words. Word counts are guidelines—make sure your paper is concise and the content accomplishes the purpose of the assignment. Be sure to cite appropriately using APA formatting.

Paper Specs

- Put your name and word count in the upper left corner of the paper header.
- Use a minimum of **three** additional scholarly, credible sources.
- Use APA style for paper format and citing.
- Save the assignment as **A4+ your last name + first initial**. For example, Jane Smith's assignment would read: **A4smithj**.

Assignment Due: July 31, 2018

A-4 Criteria	Full Credit: 90-100%	Partial: 70-89%	Limited Credit: Less than 70%	Possible Points	Points Earned
Content Knowledge	An organizational issue is identified and action plan included with response demonstrating in-depth understanding, appropriate use, and correct implementation of theories, concepts, and/or strategies presented in course material.	An organizational issue is identified and action plan included with response demonstrating minimal understanding of theories, concepts, and/or strategies presented in the reading material; or they may not always be used appropriately or implemented correctly.	An organizational issue is identified and action plan included with response demonstrating a lack of understanding, inappropriate use, and incorrect implementation of the theories, concepts, and/or strategies presented in the course material.	100	
Support	Opinions or ideas expressed are well substantiated with numerous explicit references to the content and/or personal references. A minimum of three additional scholarly sources is used. The references cited support the opinions or positions expressed. APA style was correctly used.	Opinions or ideas expressed are substantiated with references to the content and /or personal references. Two additional scholarly sources were used. References cited may or may not support the opinions or positions expressed. APA style was used with minimal errors.	Opinions or ideas expressed are unsubstantiated with references to the content and/or personal references. Two or less additional scholarly sources were used. The references cited do not support the opinions or positions expressed, or are missing. APA style was not followed or contained many errors.	40	
Comprehensive	All aspects of the assignment are explicitly addressed.	Most aspects of the assignment are satisfactorily addressed.	Few aspects of the assignment are addressed.	20	
Writing	Writing is clear, concise, and well organized, with excellent sentence/ paragraph construction. Thoughts are expressed in a coherent and logical manner. If spelling, grammar, or syntax errors exist, they are minimal and do not detract from the message. An introduction, transitions, and conclusion were well constructed and brought synthesis to the paper.	Writing is mostly clear, concise, and well organized, with good sentence/ paragraph construction. Thoughts are mostly expressed in a coherent and logical manner. Spelling, grammar, or syntax errors detract from the message. An introduction, transitions, and conclusion were included but did not bring adequate synthesis to the paper.	Writing is unclear and/or disorganized. Thoughts are not expressed in a coherent and logical manner. Spelling, grammar, or syntax errors significantly detract so that the message is unclear. Elements of an introduction, transitions, and conclusion were omitted or were poorly constructed.	40	
			Total Points	200	

A5 –The Power of Your Presence Vision Statement

Value: 150 Points (15%)

In this paper, articulate a vision for how your mature, non-anxious presence (Steinke) might transform your organizational context. Be imaginative. You may consider your transforming influence on the larger organization, but be sure your primary focus is on the location where you lead/serve (e.g., your appointment). Some questions you **may** choose to address include:

- How can your influence, no matter where you are in the organizational hierarchy, have a transformational effect on others?
- What mission do you wish to instill?
- What risks are you willing to take?
- What automatic reactions prompted by pain and anxiety in yourself and others will you need to withstand? (Steinke, 2006, p.79)
- Where would your organization be in the coming years?

Incorporate concepts from the ORGB4 text, Steinke (pay extra attention to chapters 3, 5, and 9), and a minimum of three additional scholarly, credible sources. Your paper should include an introduction, appropriate transitions, and a concluding paragraph. The identified challenge and prescribed plan should be a minimum 500 words. Make sure your paper is concise and the content accomplishes the purpose of the assignment. Be sure to cite appropriately using APA formatting.

Paper Specs

- Put your name and word count in the upper left corner of the paper header.
- Use a minimum of **three** additional scholarly, credible sources.
- Use APA style for paper format and citing.
- Save the assignment as **A4+ your last name + first initial**. For example, Jane Smith's assignment would read: **A4smithj**.

Assignment Due: August 10, 2018

A-5 Criteria	Full Credit: 90-100%	Partial: 70-89%	Limited Credit: Less than 70%	Possible Points	Points Earned
Content Knowledge	A personal vision is articulated with response demonstrating in-depth understanding, appropriate use, and correct implementation of theories, concepts, and/or strategies presented in course material.	A personal vision is articulated with response demonstrating minimal understanding of theories, concepts, and/or strategies presented in the reading material; or they may not always be used appropriately or implemented correctly.	A personal vision is articulated with response demonstrating a lack of understanding, inappropriate use, and incorrect implementation of the theories, concepts, and/or strategies presented in the course material.	75	
Support	Opinions or ideas expressed are well substantiated with numerous explicit references to the content and/or personal references. A minimum of three additional scholarly sources is used. The references cited support the opinions or positions expressed. APA style was correctly used.	Opinions or ideas expressed are substantiated with references to the content and /or personal references. Two additional scholarly sources were used. References cited may or may not support the opinions or positions expressed. APA style was used with minimal errors.	Opinions or ideas expressed are unsubstantiated with references to the content and/or personal references. Two or less additional scholarly sources were used. The references cited do not support the opinions or positions expressed, or are missing. APA style was not followed or contained many errors.	25	
Comprehensive	All aspects of the assignment are explicitly addressed.	Most aspects of the assignment are satisfactorily addressed.	Few aspects of the assignment are addressed.	20	
Writing	Writing is clear, concise, and well organized, with excellent sentence/ paragraph construction. Thoughts are expressed in a coherent and logical manner. If spelling, grammar, or syntax errors exist, they are minimal and do not detract from the message. An introduction, transitions, and conclusion were well constructed and brought synthesis to the paper.	Writing is mostly clear, concise, and well organized, with good sentence/ paragraph construction. Thoughts are mostly expressed in a coherent and logical manner. Spelling, grammar, or syntax errors detract from the message. An introduction, transitions, and conclusion were included but did not bring adequate synthesis to the paper.	Writing is unclear and/or disorganized. Thoughts are not expressed in a coherent and logical manner. Spelling, grammar, or syntax errors significantly detract so that the message is unclear. Elements of an introduction, transitions, and conclusion were omitted or were poorly constructed.	30	
			Total Points	150	

Attendance, Participation, and Tardy Policy

As you are aware, the School of Graduate and Continuing Studies is required to closely monitor the attendance of all learners enrolled in our programs. It is very important that the student attend every hour of instruction. Attendance is taken in the morning and afternoon. Students may not miss more than three hours of instruction and receive full credit for the course – and only with prior approval of Director of SACEP, Professor of Record and instructor. All absences should be reported to Professor of Record.

Instructors will address tardiness on an individual basis. Learners are expected to arrive for class on time and remain for the entire four hour period.

Participation is not the same as attendance. Participation requirements are determined by the instructor and may include prohibitions against non-class related use of computer or phone during class.

ACADEMIC INTEGRITY — (SCHOOL OF GRADUATE & CONTINUING STUDIES)

Academic violations and dishonesty are defined as deception of others about one's own work or about the work of another. Examples of academic violations include, **but are not limited to:**

1. Submitting another's work as one's own or allowing another to submit one's work as though it were his or hers.
2. Failure to properly acknowledge authorities quoted, cited, or consulted in the preparation of written work (**plagiarism**). All work submitted by a learner must represent the learner's original work. Outside sources used as references should reveal the name and source and the extent to which the source is used.
3. The use of a textbook or notes during an examination without permission of the facilitator.
4. The receiving or giving of unauthorized help on assignments.
5. Submitting for credit borrowed or purchased papers.
6. Unauthorized multiple submissions of papers.
7. Defacing or unauthorized removal of course materials or equipment from classrooms, offices, or the library.
8. Dishonesty in reporting completion of reading assignments.
9. Signing the roll for someone who is not present in class.
10. Tampering with experimental data to obtain a "desired" result or creating results for experiments not conducted.
11. Tampering with or destroying the work of others.
12. Lying about academic matters.
13. Falsifying college records, forms, or other documents.
14. Unauthorized access of computer systems or files.
15. Violating copyright of any form of media.

Learners who are guilty of academic violations can expect to be penalized. A course facilitator whose definition of cheating may differ from that stated above has the responsibility and obligation to so inform the learners, in writing, at the beginning of the course. Those facilitators who fail to do so have no basis for disciplinary action in instances of purported learner dishonesty outside of the above provisions.

The course facilitator has the authority to deal with instances of academic dishonesty within the following guidelines:

1. Courses of action may include, but are not limited to, the following:
 - a) Work may not be redone, and no credit is given for that particular assignment.
 - b) Alternative assignments may be given for full or partial credit.
 - c) The learner may be dismissed from the university.
2. Course facilitators must report any incident of violation of the policy on academic integrity to the Dean for Graduate and Continuing Studies. Following two reports against a particular learner, action is initiated that may lead to dismissal of the learner from the University.
3. The learner has the right to appeal action under this policy through the regular channels as established by the grade-appeals process.

Grading System

Undergraduate Courses

A	94-100	A- 90-93.9%	B+ 87-89.9
B	83 -86.9	B- 80 -82.9	C+ 77-79.9
C-	70 -72.9	D+ 67-69.9	D 63 – 66.9
F	<60		C 73 – 76.9 D - 60-62.9

A = Excellent Performance; outstanding, thoughtful responses, willing to self-evaluate. Open to others perspectives and opinions; engages in a thoughtful and respectful manner within areas of disagreement. Student brings experience, outside sources and personal insights to discussions, activities and projects. There is evidence of careful attendance to assignments; neat and creative presentations (written or oral). Student attends to time frames given for presentations and assignments.

B = Above Average Performance is above average in all areas; outstanding in some ways;

C = Satisfactory: Performance is generally acceptable; needs to improve in some areas

D = Marginal: Performance lacking in many areas; barely meets minimum requirements

F = Unsatisfactory performance

Late Policy

Due dates for course assignments are provided with the anticipation of timely and successful completion. Late work is not anticipated. If an emergency arises preventing the student from submitting the assignment on the due date, the assigning instructor must be contacted prior to the due date for consideration of an assignment extension. Only one (1) assignment may be considered for an extension. The longest extension permitted is ten (10) days.

Any late work received without first contacting the instructor will be subject to a reduction of one third letter grade per week. (Ie: A work becomes an A-)

No work will be accepted after the final due date. Incomplete work will become a zero (0), and will be factored into the final grade as such.

Course Overview – Daily Schedule*

*Please note that the contents of the course will not change, however, the subjects covered during class times may be revised due to availability of instructors.

Day	Topics	Assignment	% of Grade
<u>Monday:</u>			
1:00 – 2:45	Course Introduction/My Story Presentations	A-2 My Story	10
2:45 – 3:00	Break		
3:00 – 4:45	My Story Presentations Open system model/Formal and Informal Organizations		
<u>Tuesday:</u>			
8:00 – 9:50	Organizational Culture		
9:50 – 10:05	Break		
10:05 – 11:00	Personality and Organizations		
11:05 – 11:45	Devotions		
1:00 – 1:55	Personality and Organizations		
1:55 – 2:45	Stress and Well-being		
2:45 – 3:00	Break		
3:00 – 3:55	Learning and Performance		
3:55 – 4:45	Motivation		
<u>Wednesday:</u>			
8:00 – 9:50	Power and Politics		
9:50 – 10:05	Break		
10:05 – 11:00	Leadership vs. Management		
11:05 – 11:45	Devotions		
1:00 – 1:55	Leadership vs. Management		
1:55 – 2:45	Work teams and groups		
2:45 – 3:00	Break		
3:00 – 3:55	Culture and Diversity		
3:55 – 4:45	Group Formation and Decision making		
<u>Thursday:</u>			
8:00 – 8:55	Attitudes and Ethics		
8:55 – 9:50	Leadership and Human needs		
9:50 – 10:05	Break		
10:05 – 11:00	Conflict and Negotiation		
11:05 – 11:45	Devotions		
1:00 – 2:45	Conflict and Negotiation		
2:45 – 3:00	Break		
3:00 – 4:45	Change – Stress and Conflict	A3-This is Me	10

Course Overview – Daily Schedule continued*

Day	Topics	Assignment	% of Grade
<u>Friday:</u>			
8:00 – 8:20	Devotions		
8:25 - 9:50	Change – Stress and Conflict		
9:50 – 10:05	Break		
10:05 – 11:45	Learning Application Activity		
11:45	SACEP ends		
Post Seminar			
		A-4 Power of Presence	20
		A-5 Power of Presence 2	15

POLICY ON RETURNING ASSIGNMENTS TO STUDENTS:

The SACEP policy requires faculty to return assignments within two weeks (14 days) after the assignment is due.

APA GUIDELINES

All students are expected to follow APA guidelines in submitting work.

Access the **School of Graduate and Continuing Studies Student Success Website** for help with APA formatting, citations, and references.

Go to <http://my.olivet.edu>

Type your User Name and Password.

Locate the Home tab. Click on “SGCS.”

Locate the Student Support tab at the top of the page and click on “Tools for Success.”

On the bottom of the Student Success Resource Center team page, click on “Click here for the Student Success Site Directory

The bottom left of the Academic Strategies tab has links for APA formatting, rules for citations and references, frequently made errors, APA resources, and Benner Library. An APA sample paper is included.

From the Student Success Resource Center team page, you may also access APA resources on the left hand side of the page under Academic Strategies or the right hand side of the page under Academic Strategies Home.

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