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# Central Christian College of Kansas

## Course Syllabus

### Course Information

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	EX-BS 356 <i>Organizational Behavior and Leadership</i>
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	None
	<p>This course examines the psychological and sociological variables associated with the behavior of individuals in a group or organizational setting. Students will be challenged to recognize personal styles of interaction and the effects of those styles in organizational settings.</p>

### Learning Outcomes

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**Upon successful completion of this course, you will:**

- recognize the power of group process vs. content in teams and organizational settings.
- be able to document effective time management skills for personal and group success.
- understand and be able to explain three approaches to decision making.
- understand the nature of group conflict and be able to implement process strategies in conflict management.
- be able to document a basic skill level of understanding and valuing diversity within groups.

- grasp and be able to demonstrate the power of interdependence within a group environment.

## Required Text/Materials

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- Tubbs, Stewart L. (2011). *A Systems Approach to Small Group Interaction*. (11th ed.), New York, NY: McGraw-Hill Higher Education.
  - ISBN:
    - 978-0073534329
  - ISBN-10:
    - 0073534323

## Learning Activities

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The course centers on a focused topic each week and is organized around weekly sections with specific activities designed as assignments to optimize learning. Course goals are supported by weekly objectives.

The course learning activities follow an **Explore, Discuss, Apply and Recap** approach to learning.

Learners **explore** materials such as lecture notes, videos, audio files and PowerPoint for preparation and review of the content for a given week. Core reading is from the course text. Additional resources are provided to support course activities and assignments. Additional resources should be reviewed for support of assignments. The additional resources are provided for clarity and additional information in this course and for future reference.

**Discussion** of the content occurs in weekly discussion threads. Learners post an initial response to the instructor's discussion question, as well as 2 follow-up posts to initial responses by other learners.

Learners **apply** the week's content through problem solving and other learning activities to exercise the content and ensure learning is strengthened to a point of practical application.

The **recap** is intended to summarize and clarify key points from the week and provide an opportunity for reflection. This sets a readiness for the next topic's exploration and the model repeats as learning is developed.

The length of assignments should not be interpreted to reflect their importance or relevance. Brevity in assignments continues to bring an expectation of thoughtful preparation and substance in the postings. The

brevity may heighten the need for preparation to ensure the brief submission is substantive, relevant, logical and clear.

The "Weekly Schedule" section in this syllabus essentially helps form a checklist of assignments.

Times shown in the syllabus are Central Standard Time (CST).

## **ClassLive**

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ClassLive Seminar Sessions will be held weekly. Participation is encouraged but not required. The ClassLive sessions may be used to review assignments, answer course questions, provide additional discussion on current course activities, etc.

## **Announcements**

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Expect to see instructor announcements as the course develops that will help to clarify topics, provide current news articles, case studies or other information to strengthen the exploration of the topic. Some announcements may prompt discussion thread activity.

## **Ask Questions Anytime**

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Learners are encouraged to ask questions and ensure clarity in assignments as soon as possible. There is a specific section of the online course titled "Ask Questions" where questions can be asked about the course. This is the best location for assignment or course questions but any question could be posted here. Questions about the course topics and learning subject matter should be directed to the discussion thread addressing that topic.

Learning activities are summarized below in the table addressing learning activity by week for clarity and convenience.

## **Weekly Schedule**

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This course is presented in weekly units. The weekly attendance period begins Monday at 12:00 am ET and ends on Sunday at 11:59 pm ET. You must log in on at least three separate days of each unit's week.

1	Time Management Small Group Interaction	<ul style="list-style-type: none"> <li>• <i>A Systems Approach to Small Group Interaction</i> <ul style="list-style-type: none"> <li>◦ Chapter 1</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Pre-test</li> <li>• Plagiarism Certification</li> <li>• Discussion</li> <li>• Apply</li> <li>• Wk1 Evaluation</li> </ul>
2	Communication Processes Relevant Background Factors Decision Making Processes	<ul style="list-style-type: none"> <li>• <i>A Systems Approach to Small Group Interaction</i> <ul style="list-style-type: none"> <li>◦ Chapter 2</li> <li>◦ Chapter 3</li> <li>◦ Chapter 6</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Apply</li> </ul>
3	Group Circumstances and Structure Leadership and Social Influence	<ul style="list-style-type: none"> <li>• <i>A Systems Approach to Small Group Interaction</i> <ul style="list-style-type: none"> <li>◦ Chapter 4</li> <li>◦ Chapter 5</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Apply</li> <li>• Wk3 Evaluation</li> </ul>
4	Process vs. Content Listening to Learn	<ul style="list-style-type: none"> <li>• <i>A Systems Approach to Small Group Interaction</i></li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Apply</li> </ul>

		<ul style="list-style-type: none"> <li>○ There are no readings from the course text, this week. Additional resources will be found within the "Explore" section.</li> </ul>	
5	Conflict Management	<ul style="list-style-type: none"> <li>• <i>A Systems Approach to Small Group Interaction</i> <ul style="list-style-type: none"> <li>○ Chapter 7</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Apply</li> <li>• Wk5 Evaluation</li> </ul>
6	Consequences	<ul style="list-style-type: none"> <li>• <i>A Systems Approach to Small Group Interaction</i> <ul style="list-style-type: none"> <li>○ Chapter 8</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Final Project</li> <li>• Post-test</li> </ul>

## Course Evaluation

## Assessments

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<a href="#">Discussion</a>	6	50	300
<a href="#">Application Assignments</a>	5	60	300
<a href="#">Evaluations</a>	3	50	150
<a href="#">Pre-test</a>	1	5	5
<a href="#">Post-test</a>	1	5	5
<a href="#">Final Project</a>	1	240	240
Total			1000

## Discussion Threads

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Students are expected to post in the discussion board a **minimum of three separate posts** and three separate post dates per discussion thread. The three posts for **each** thread must include:

- a. One "initial" post in response to the instructor's question (or stated assignment) no later than Thursday of each course week.
- b. Two "follow up" post in response to at least one classmate by Sunday of each course week.

The initial response to a discussion question should substantively demonstrate familiarity with the content of the question. The response should be 150-200 words in length. To ensure the discussion is a collective and focused exploration of the topic in the question, the discussion thread should remain focused on the question.

The timing of responses is important since other students are dependent on your postings in order to fully develop the discussion and to post "follow up" discussion entries. Responses should occur in the week the discussion question is posted for reply. Preparation for the response is encouraged to ensure a thoughtful and well-founded contribution to the discussion. Each learner is expected to both respond initially (by Thursday each week) to the discussion question or assignment instruction posted by the

instructor/facilitator each week and make at least two follow-up responses to other learners' postings in the discussion thread by the end of the week (Sunday at 11:59pm). The purpose is to ensure an informed and thoughtful dialogue focused on the topic.

**Grading Rubric for Discussion Threads**

**Application Assignments**

There are 5 application assignments in this course - one each in weeks 1-5. These are designed so you apply the knowledge and skills you learn during the week.

**Grading Rubric for Application Assignments**

Introduction	There is no introduction to the paper. <b>(0 points)</b>	There is an introduction, but it does not introduce the topic, its importance, and/or alert readers to the structure of the discussion of your	There is an introduction that introduces the topic, its importance, and it alerts readers to the structure of the discussion of your		

		ideas. <b>(1-9 points)</b>	ideas. <b>(10 points)</b>		
Body (Use of Course Terms and Concepts)	No course terms and concepts were used. <b>(0 points)</b>	Some of the course terms and concepts were used inappropriately or key terms and concepts were missing from the discussion. <b>(1-29 points)</b>	All of the relevant course terms and concepts were present and used appropriately in the discussion. <b>(30 points)</b>		
Conclusion	There is no conclusion to the paper. <b>(0 points)</b>	There is a conclusion, but it does not synthesize the main ideas of the paper, and/or provides implications for research and/or practice. <b>(1-9 points)</b>	There is a conclusion that synthesizes the main ideas of the paper, and/or provides implications for research and/or practice. <b>(10 points)</b>		

Writing Mechanics (e.g. Spelling, Grammar, etc.)	The paper had severe problems with spelling, grammar, etc. <b>(0 points)</b>	The paper had some spelling, grammar, etc. errors. <b>(1-4 points)</b>	The paper had very minimal spelling, grammar, etc. errors. <b>(5 points)</b>		
Format (e.g., length, font size, margins, in-text citations and reference list in APA style)	The paper did not meet the minimum format requirements. <b>(0 points)</b>	The paper met some of the format requirements. <b>(1-4 points)</b>	The paper met all format requirements. <b>(5 points)</b>		

## Evaluations

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There are three evaluations in this course - one each in weeks 1, 3 and 5. The evaluations will cover the knowledge and skills discussed in the course.

## Pre/Post Tests

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There is a pre and a post test in this course. The pre-test is scheduled for the first week of classes. The post test is scheduled for the last week of class. While the actual score for both the pre and the post test do not get configured into your grade, you will earn 5 participation points for the submission of each. The pre and post tests should be taken seriously as

they provide important feedback on your learning outcomes. This information is used to continuously improve the course.

## Final Project

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For the final submission for this course, you have the choice between a paper and a presentation. A detailed description of the assignment requirements can be found below.

## Content Requirements

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Click on the blue bars (*PowerPoint Presentation* and *Reflection Paper*) to view the corresponding assignment details. Make sure to properly cite all sources that you use.

PowerPoint Presentation (18-20 slides) - click [here](#)

OR

Reflection Paper (3-5 pages) - click [here](#)

## Submission

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Submit assignment in the appropriate Dropbox when ready for grading.

## Rubric

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Introduction	There is no introduction to the paper/presentation. <b>(0 points)</b>	There is an introduction, but it does not introduce the topic, its	There is an introduction that introduces the topic, its importance,		

		importance, and/or alert readers to the structure of the discussion of your ideas. <b>(1-44 points)</b>	and it alerts readers to the structure of the discussion of your ideas. <b>(45 points)</b>		
Body (Use of Course Terms and Concepts)	No course terms and concepts were used. <b>(0 points)</b>	Some of the course terms and concepts were used inappropriately or key terms and concepts were missing from the discussion. <b>(1-99 points)</b>	All of the relevant course terms and concepts were present and used appropriately in the discussion. <b>(100 points)</b>		
Conclusion	There is no conclusion to the paper/presentation. <b>(0 points)</b>	There is a conclusion, but it does not synthesize the main ideas of the paper/presentation,	There is a conclusion that synthesizes the main ideas of the paper/presentation,		

		<p>ntation, and/or provides implications for research and/or practice. <b>(1-44 points)</b></p>	<p>and/or provides implications for research and/or practice. <b>(45 points)</b></p>		
<p>Writing Mechanics (e.g. Spelling, Grammar, etc.)</p>	<p>The paper/presentation had severe problems with spelling, grammar, etc. errors. <b>(0 points)</b></p>	<p>The paper/presentation had some spelling, grammar, etc. errors. <b>(1-24 points)</b></p>	<p>The paper/presentation had very minimal spelling, grammar, etc. errors. <b>(25 points)</b></p>		
<p>Format (e.g., length, font size, margins, in-text citations and reference list in APA style)</p>	<p>The paper/presentation did not meet the minimum format requirements. <b>(0 points)</b></p>	<p>The paper/presentation met some of the format requirements. <b>(1-24 points)</b></p>	<p>The paper/presentation met all format requirements. <b>(25 points)</b></p>		

## Grading Scale

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All assignments are graded on a 100% grading scale.

A	95-100
A-	90-94
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	68-69
D	65-67
D-	63-64
F	0-62

Letter grades are given for all coursework in the Degree Program. Any course in which the learner receives an "F" must be repeated in order to complete the program. Instructor/facilitator are asked to submit grades within two weeks from the end of each course. Upon receipt, a grade report is generated by the Registrar's office and will be available to view within the student's personal electronic file.

## Late Work

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This course is presented in weekly units online. The weekly attendance period begins Monday at 12:00 am ET and ends on Sunday at 11:59 pm ET. As this is an accelerated course delivery format, no late submissions will be accepted. Any anticipated difficulty with lateness or assignment deadlines should be emailed to the instructor/facilitator, **before** the due date.

An Incomplete Status request may be submitted to your course instructor/facilitator and the Dean of Adult & Distance Education for consideration in unusual circumstances.

## Course Policies

### Attendance

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You are expected to login to the class forum and post to the discussion thread at least three separate days during any given week in order to be awarded attendance credit. Attendance is credited when students **actively engage** in the course. This is defined as posting responses to the threaded discussion, uploading Apply Assignments to the Drop Box, uploading or downloading documents from Doc Sharing, attending ClassLive sessions, and other like activities. Student engagement is monitored weekly by the Department of Student Success.

### Class Participation

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The free expression of ideas is expected. You are encouraged to share your insights and viewpoints, even if they disagree with the professor or others in class. However, it is also expected that any expression of agreement or disagreement be communicated in a civil manner.

Preparation for engagement in discussions is a component of participation. Course readings and materials will provide a basis for learner participation that should be evident in postings.

ClassLive sessions will be held weekly. Participation is optional but encouraged. All sessions will be recorded and archived so that they can be viewed again later in the course.

### Access to Technology & the Internet

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When committing to earning your degree online, you will want to ensure that you have regular access to the proper technology (hardware and software), as well as high-speed Internet.

At CCC, malfunction or failure of students' technology (hardware and/or software) is not an excusable reason for late submission of work. It is the sole responsibility of the online student to procure the technological

hardware (desktop, laptop, tablet, etc.) and software (Microsoft Office, Adobe Reader, etc.) necessary for completing course assignments. Should a student experience technical difficulties with his/her Internet connection or primary device used for completing coursework, it remains their responsibility to find alternative means of completing and submitting course assignments. In the event of technological failure, students are strongly encouraged to implement their "Plan B". This may include using computers available at public libraries, borrowing computers from friends, relatives, or neighbors, accessing high speed internet at alternative locations, etc. Most importantly, please remember to contact your instructor first to alert them of the situation—and preferably before an assignment deadline. Save your assignments on flash drives or other portable devices so that you may be able to upload them to your class or instructor from another computer.

*The 24/7 eCollege Helpdesk is available to assist users who experience difficulties within the Online Campus: [helpdesk@ghe.ecollege.com](mailto:helpdesk@ghe.ecollege.com) or 1-877-842-9731*

For a list of free wi-fi locations, visit: <http://www.wififreespot.com/>

## **Academic Integrity**

### **Plagiarism**

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As a reflection of the Code of Conduct signed by all students at Central Christian College, it is expected that all coursework submitted is your own. The submission of any work, without proper citing or referencing, which is not original to you, will be considered plagiarism. Plagiarism is dishonest and illegal. It includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the use of materials prepared by another person, or agency, on your behalf.

Each student is expected to be honest in his or her own work. Cheating is dishonest. The term "cheating" includes but is not limited to the:

1. use of any unauthorized assistance in taking quizzes, tests, or examinations;

2. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or
3. acquisition, without permission, of tests or other academic materials belonging to a member of the College faculty or staff.

Plagiarized assignments and cheating may result in a failing grade all the way up to dismissal from the course (or institution). More information concerning Academic Integrity can be found in the Catalog and the Student handbook.

## Turnitin.com

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To help you in the development of academic integrity, Central Christian College utilizes [Turnitin.com](https://www.turnitin.com). This collaborative environment can help you identify ways in which your research and writing may improve. Your instructor will post the Turnitin course ID associated with this course during week 1 of this class.

## Academic Accommodations

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Any student who has a documented learning or physical disability and wishes to access academic accommodations under the 1973 Rehabilitation Act of the Americans with Disabilities Act must contact the **Central Christian College of Kansas Guidance Office Director** as soon as possible. The student must have appropriate documentation of the disability and the need for the requested accommodation on file with the guidance director before accommodations can be provided. Please click on the link below to access the information.

### [Students with Disabilities](#)

Additionally, the documentation process is found in Doc Sharing. If you have questions about the process, please contact: **Mrs. Pat Muntz** at Central Christian College at **620-241-0723**.

[pat.muntz@centralchristian.edu](mailto:pat.muntz@centralchristian.edu)