From a Scale of 1-10 (1=low demands; 5= moderate demands; 10 = very demanding), how would you rate the overall level of difficulty of this course?

Level of demand = 8
This course requires three papers (4 pages each), two discussion assignments (one initial post and response post for each), and three tests. The tests are open book, but they are timed, which means that a student would need to be somewhat familiar with the content before taking the tests.

From a Scale of 1-10 (1=low demands; 5= moderate demands; 10 = very demanding), how would you rate the level of reading requirements in this course?

Level of demand = 7
In particular, the first assignment due at the end of the week (Project 1) requires the student to read the entire *Type Talk at Work* book, in addition to two chapters from the *Organizational Behavior* text. After that, the student can expect to read two to three chapters from the *Organizational Behavior* text per week.

From a Scale of 1-10 (1=low demands; 5= moderate demands; 10 = very demanding), how would you rate the level of lecture requirements in this course?

Level of demand = 2
Lecture notes and PowerPoint’s are certainly available for the student for each chapter of the *Organizational Behavior* text, but these are not required.

From a Scale of 1-10 (1=low demands; 5= moderate demands; 10 = very demanding), how would you rate the level of online exam requirements in this course?

Level of demand = 8
Again, there are three online exams, and each one of them are timed. The first two are 90 minutes in length and include 60 multiple-choice questions. Test 3 is only 75 minutes in length and has 50 multiple choice questions. In each test, the student has
1.5 minutes to answer a question, so though the exams are open-book, the student will need to study before hand in order to do well.

**From a Scale of 1-10 (1=low demands; 5= moderate demands; 10 = very demanding), how would you rate the level of discussion board requirements in this course?**

Level of Demand = 8

Each discussion assignment (there are two) requires an initial post in which the student answers one of three assigned questions, and a response post, in which the student responds to a post submitted by a classmate. In each post, the student is expected to provide solid analysis and research based upon the textbook and scholarly (peer-reviewed) sources, such as journals. Therefore, the discussion assignments should not be confused with a typical online “message board” type of conversation in which people merely post their opinions. Rather, this is to be a thoughtful discussion in which each student advances ideas and comments based upon research and analysis.

**From a Scale of 1-10 (1=low demands; 5= moderate demands; 10 = very demanding), how would you rate the level of the written paper requirements in this course?**

Level of Demand = 8

The student has to write three papers discussing their results from various personality tests which they will be assigned to take. The challenge in these papers is three-fold. First, the student must carefully answer each assignment question in a clear manner and with a solid use of citations. Secondly, the student must apply the results to their professional and personal lives—the results cannot be discussed in a vacuum. Thirdly, the student must do all of this within a limit of four pages, which can be challenging because there will be so much to discuss from each personality test. However, the limit is part of the learning experience—students will be challenged to be focused and succinct in their discussion of whom they are as human beings.

**Additional Comments:**

This course discusses organizational behavior from three different contexts. All three contexts are necessary for a solid understanding of organizational behavior. The three papers focus on the student’s personality so that they can learn more about themselves and how they interact with other people, particularly within an organizational setting. Personal interactions and relationships, after all, comprise a core element of any organizational culture and the norms of that organization. The three tests cover the key concepts found in the required reading, which means that they will provide a means of accountability to ensure that students are grasping the “nuts and bolts” of organizational behavior. The discussion assignments emphasize
some of the major themes and issues associated with organizational behavior, but in a more focused manner than the tests. Issues like motivation, communication, and spirituality in the workplace are discussed in a manner that allows for greater research, analysis, reflection, and interaction with one’s classmates.

Final note: this course moves quickly, therefore students should expect to be very busy for the duration of the course. There are assignments due each week.
COURSE SYLLABUS

SCHOOL OF BUSINESS

BUSI 500
ORGANIZATIONAL BEHAVIOR

COURSE DESCRIPTION

This course develops managerial competence in understanding the human output of organizations from the viewpoints of the individual, group and organizational systems levels. Emphasis is given to assessing one’s personality and values and to applying course material to one’s work environment.

RATIONALE

This course directly supports AIMS 1-10 of Liberty University’s Statement of Purpose. No manager can consistently manage effectively or efficiently without a thorough understanding and wise application of organizational behavior theory. Such knowledge and ability is foundational to the degree of Master of Business Administration. It should also be anticipated that many of the topics presented in this course will be amplified in much greater depth in subsequent courses. Such redundancy is planned and desirable for mastery of the material. A presupposition made in designing this course is that those who know organizational behavior best are those who first understand their behavior individually, in teams, and in organizational structures. Finally, this course does not utilize groups. This course intentionally focuses on you. You are encouraged to make the most of this opportunity.

I. PREREQUISITE

Acceptance or conditional acceptance to Liberty University’s MBA program.

II. REQUIRED RESOURCE PURCHASES (These can be purchased from www.mbsdirect.net)


III. **ADDITIONAL MATERIALS FOR LEARNING**

A. Computer with basic audio and video equipment  
B. Internet access (broadband recommended)  
C. Bible (any faithful version)  
D. Microsoft Word  
 **NOTE:** Microsoft Office is available at a special discount to LU students.

IV. **MEASURABLE LEARNING OUTCOMES**

A. Know the Myers-Briggs Type Indicator (MBTI) framework, understand one’s own temperament and type, and understand others’ personalities and their implications for the workplace.  
B. Use the Prentice Hall Self-Assessment Library, gain insights into your individual, group and organizational skills, abilities, and interests using 51 interactive surveys.  
C. Synthesize the major concepts that account for human output at the individual, group and organization systems levels.

V. **COURSE REQUIREMENTS AND ASSIGNMENTS**

A. Textbook readings  
B. Discussion boards (2)  
Two postings are required for each discussion board assignment. In the original posting, students will provide an answer from a list of assigned questions, 500-750 words in length, with sources and citations. In the second posting, students will respond to a post of one of their classmates and provide two positive comments and two negative comments, 300-550 words in length. Sources and citations are also required.  
C. Projects (3)  
Students will discuss the results of three personality tests, one project for each. Sources and citations are required, and each project paper should essentially be four pages in length (title page, abstract, and reference page do NOT count towards that four page limit).
D. Tests (3)

Students will take three timed, multiple choice, OPEN BOOK tests. Two points are deducted for each minute students go over the allotted time period. Once you start a test, you cannot pause or save it. You must complete it in one sitting. You are responsible for tracking the time (whether or not the timer is displayed). It is advisable to record your answers as you take the test in case technical difficulties lock you out of the test (it is a semi-frequent occurrence).

VI. Evaluation and Grading

A. Points

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards (2 at 140 pts each)*</td>
<td>280</td>
</tr>
<tr>
<td>Project 1</td>
<td>140</td>
</tr>
<tr>
<td>Project 2</td>
<td>120</td>
</tr>
<tr>
<td>Project 3</td>
<td>120</td>
</tr>
<tr>
<td>Test 1 (Module/Week 3)</td>
<td>120</td>
</tr>
<tr>
<td>Test 2 (Module/Week 6)</td>
<td>120</td>
</tr>
<tr>
<td>Test 3 (Module/Week 8)</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

* Each discussion board grade consists of two sub-grades: your initial discussion board post (90 points) and your response post (50 points) for a total of 140 points.

B. Scale

A = 900–1000 Superior work in all areas - Student consistently exceeds minimal expectations in all areas regarding content, analysis, synthesis, and evaluation of topics, participation, timeliness, and writing style.

B = 800–899 Good work in most areas - Student demonstrates minor deficiencies in some areas regarding content, analysis, writing style, and/or participation.

C = 700–799 Fair work in most areas - Student exhibits need for improvement in most areas regarding content, analysis, writing style, and/or participation.
F = 700 and below  Failing - Student shows evidence of refusal or inability to meet minimum standards of MBA level work.

C. Late Policy
All discussion board answers, responses, written assignments, and exams will be penalized at least 20% for each day of lateness. Refer to the syllabus for specific information. There are no exceptions to this policy.

D. Disability Assistance
Students with a documented disability may contact the DLP Office of Disability Academic Support (ODAS) at dlpodas@liberty.edu to make arrangements for academic accommodations.
## COURSE CHART

**BUSI 500**


<table>
<thead>
<tr>
<th>WEEK/MODULE</th>
<th>READING &amp; STUDY</th>
<th>LEARNING OUTCOMES</th>
<th>LEARNING ACTIVITIES</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Robbins &amp; Judge Chs. 1 &amp; 2 Kroeger et al. text PPt &amp; Notes</td>
<td>1.1–1.3</td>
<td>DB – Introductions Project 1</td>
<td>0 140</td>
</tr>
<tr>
<td>2</td>
<td>Robbins &amp; Judge Chs. 3 &amp; 4 PPt &amp; Notes</td>
<td>2.1 – 2.2</td>
<td>Project 2</td>
<td>120</td>
</tr>
<tr>
<td>3</td>
<td>Robbins &amp; Judge Chs. 5 – 7 PPt &amp; Notes</td>
<td>3.1 – 3.2</td>
<td>Test 1</td>
<td>120</td>
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<tr>
<td>4</td>
<td>Robbins &amp; Judge Chs. 8 &amp; 9 PPt &amp; Notes</td>
<td>4.1 – 4.2</td>
<td>DB Question 1 DB Response 1</td>
<td>90 50</td>
</tr>
<tr>
<td>5</td>
<td>Robbins &amp; Judge Chs. 10 &amp; 11 P Pt &amp; Notes</td>
<td>5.1 – 5.2</td>
<td>Project 3</td>
<td>120</td>
</tr>
<tr>
<td>6</td>
<td>Robbins &amp; Judge Chs. 12 – 14 PPt &amp; Notes</td>
<td>6.1 – 6.2</td>
<td>Test 2</td>
<td>120</td>
</tr>
<tr>
<td>7</td>
<td>Robbins &amp; Judge Chs. 15 – 17 P Pt &amp; Notes</td>
<td>7.1 – 7.3</td>
<td>DB Question 2 DB Response 2</td>
<td>90 50</td>
</tr>
<tr>
<td>8</td>
<td>Robbins &amp; Judge Chs. 18 &amp; 19 P Pt &amp; Notes</td>
<td>8.1 – 8.2</td>
<td>Test 3</td>
<td>100</td>
</tr>
</tbody>
</table>

**TOTAL POINTS** 1000

DB = Discussion Board
PPt = PowerPoint presentation

**NOTE:** Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET).