

## Wayland Mission Statement

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Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

## Contact Information

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**Course:** MGMT 5325 VC01 – Organizational Development and Behavior **STACKED WITH MGMT 4320**

**Campus:** WBUonline

**Term/Session:** Fall 1 2026

**Instructor:** Kelly Warren, PhD

**Office Phone Number/Cell #:** (806) 292-9675; Monday-Friday, 9:00 am – 5:00 pm (Central Time).

**WBU Email Address:** [warrenk@wbu.edu](mailto:warrenk@wbu.edu)

**Office Hours, Building, and Location:** Monday-Friday, 9:00 am – 5:00 pm (Central Time).

**Class Meeting Time and Location:** ONLINE

### Catalog Description:

A systems approach to analyzing and developing organization structure and function; organizational change; measurement of results; strategic and ethical implications of diversity and change management; impact on sustainability.

### Prerequisite:

BUAD 5300. (For the M.P.A. MGMT 3304 only).

## Textbook Information

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### Required Textbook(s) and/or Required Materials:

BOOK	AUTHOR	ED	YEAR	PUBLISHER	ISBN#
<u>Organizational Behavior: Managing People &amp; Organizations with MindTap</u>	Griffin/Phillips/Gully	15th	2026	Cengage	9798-21405-4285

*This course is part of the **Pioneer Academic Access Program**. You will have access to an eBook, access code, and interactive learning material on the first day of class through your Blackboard course site. You will be notified via email with access instructions and additional information. If the course requires a physical book you can order at [bookstore.wbu.edu](http://bookstore.wbu.edu). You can choose to opt-out, however if you do you will lose access to **EVERY class/material** and have to source through third party vendors.*

**Optional Materials:** <<List optional materials recommended to enhance student learning>>

**Course Outcome Competencies:**

- Examine the components of organization development and identify the need for change and renewal.
- Analyze the factors contributing to an accelerating rate of change, and make recommendations to enable individuals and groups to cope with change.
- Assess system parameters and recognize symptoms, problems, and causes to change programs, and recommend strategies that can increase motivation to change.
- Assess major OD intervention techniques and how they may be applied.
- Through case studies, compare team problems and assess why teams may not be operating at optimum capacity.

## Attendance Requirements

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### WBUonline

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 2 or more weeks of an 8-week session, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given session is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

## University Policies

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**Academic Integrity:**

[Link to Statement on Academic Integrity](#)

**Artificial Intelligence: Generative AI tools permitted in specific context and with proper citations.**

- i. Students are allowed to use, reference, or incorporate generative AI tools into specific assignments for this course. When used, students must properly cite the generative AI tool in their submitted work.
- ii. While there is no true substitute for direct help and instruction for your instructor, students may be allowed to use generative AI tools to provide

further explanations of course content, readings, and other assignments. Any use of generative AI tools to help further explain or translate content must be properly referenced and cited.

- iii. Specific parameters for generative AI usage are provided by the instructor.
- iv. Any use of generative AI tools outside of the approved instructor parameters will be considered a form of plagiarism and academic dishonesty.

**Disability Statement:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Disability Services Coordinator and Academic Coach serves as the coordinator of students with disabilities and must be contacted concerning accommodation requests. Office: (806) 291-1057. Documentation of a disability must accompany any request for accommodations.

## Course Requirements and Grading Criteria

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1. Orientation Quiz:	10
2. Dialogs:	200
3. Annotated Bibliographies:	400
4. Integration of Faith Paper:	100
5. Case Analysis:	100
6. Research Paper:	190

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**Total:** 1000 points

**First Required Assignment** – Students must take this assignment FIRST acknowledging they are taking this course.

**Orientation Quiz** – Students will have an orientation quiz related to items in the syllabus.

**Student Introduction** – Students will introduce themselves to their peers.

**Two dialogs** – Students must respond to the original prompt (in the first week of the scheduled dialog) and then reply to two students with research-based posts (in the second week of the scheduled dialog). Each dialog (a response & two replies). These dialogs will assess system parameters and recognize symptoms, problems, and causes to change programs, and recommend strategies that can increase motivation to change.

**Annotated Bibliographies** - Students will complete four annotated bibliographies relating to assigned chapters of the textbook. These Abs will ( in various ways) examine the components of organization development and identify the need for change and renewal, analyze the factors contributing to an accelerating rate of change, and make recommendations to enable individuals and groups to cope with change, assess system parameters and recognize symptoms, problems, and causes to change programs, and recommend strategies that can increase motivation to change.

**Integration of Faith Paper** – Students will complete a three-page paper on based on an assigned Biblical text and organizational development (OD) in a real-world business application.

**Case Analysis** – Students will analyze a case in which they compare team problems and assess why teams may not be operating at optimum capacity.  
organizational development and the need for change.

**Research Paper** – Students will write a research paper (minimum 2,000 words of content, excluding title page, and references), on OD intervention techniques and how they may be applied.

**Student Grade Appeals:** Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

## Tentative Schedule

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Week - Beginning & Ending Dates	Dialogue and Topics	Reading	Subject	Assignments
1: Aug 10-16	<b>Annotated Bibliography (AB)</b>	AB #1: Chapters 2: Griffin/Phillips/Gully	The Changing Environment	<ol style="list-style-type: none"> <li>1. RFA</li> <li>2. Quiz (short)</li> <li>3. Introductions</li> <li>4. AB #1</li> </ol>
2: Aug 16-23	<b>Dialog 1: Response</b> (Ch 3 and Power Points)	AB #2: Chapters 3-4: Griffin/Phillips/Gully	Individual Behaviors & Processes (Part 1)	<ol style="list-style-type: none"> <li>1. D1: Response</li> <li>2. AB #2</li> </ol>
3: Aug 23-30	<b>Dialog 1: Replies</b> (Ch 3 and Power Points)	AB #3: Chapters 5-6: Griffin/Phillips/Gully	Individual Behaviors & Processes (Part 2)	<ol style="list-style-type: none"> <li>1. D1: Replies</li> <li>2. AB #3</li> </ol>
4: Aug 30 – Sept 6		Case Analysis Chapters 7-8: Griffin/Phillips/Gully	Human Process Interventions: decision Making/Problem Solving	<ol style="list-style-type: none"> <li>1. Case Analysis</li> </ol>
5: Sept 6-13	Case Analysis <b>Dialog 2: Response</b>	AB #4: Chapters 9-10: Griffin/Phillips/Gully	Human Resource Interventions: Communication/Managing Conflict	<ol style="list-style-type: none"> <li>1. D2: Response</li> <li>2. AB #4</li> </ol>
6: Sept 13-20	<b>Dialog 2: Replies</b>	Chapters 11-13: Griffin/Phillips/Gully	Leadership Approaches/Power in Organizations	<ol style="list-style-type: none"> <li>1. D2: Replies</li> <li>2. Work on RP</li> </ol>

7: Sept 20-27		<b>Research Paper</b> Chapters 14-16: Griffin/Phillips/Gully	Large-Scale Interventions <b>Research Paper</b>	<b>1. Research Paper</b>
8: Sept 27 – Oct 3		Any Textbook Chapter: Griffin/Phillips/Gully		<b>1. Integration of Faith and Learning Paper</b>

## Additional Information

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**You may use generative AI tools (e.g., ChatGPT, Claude, Gemini) for the following purposes only:**

- \*Summarizing or explaining textbook theories (for your understanding)
- \*Generating ideas or outlines
- \*Rephrasing your own drafts for clarity

**You may not use AI to:**

- \*Write full paragraphs or the entire paper
- \*Generate citations or fabricate sources or guess citations
- \*Paraphrase academic articles without reading them yourself and understanding them

**Proper Citation for AI use:**

\*If you use a generative AI tool in any capacity, **you must include a “Use of Generative AI” statement at the end of your assignment, (See example below):**

**Use of Generative AI:** I used ChatGPT (April 2024 version) to help brainstorm an outline and explain the differences between Maslow’s and Self-Determination Theory. All ideas are my own, and sources are properly cited.

**\*Failure to include this statement, or use beyond these parameters, will be treated as a violation of the academic honesty policy.**