

**ORGANIZATIONAL BEHAVIOR**  
**STUDENT'S MANUAL BUS 346R 1.7**

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BUS 346R 1.7  
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## Course Overview

Corporate organizations are a relatively modern phenomenon. Prior to the start of the Industrial Age, human organizations that demanded loyalty, provided benefits, and included complex human interactions were limited to the family (i.e. clans / tribes), feudal governments, universities, and churches. Mercantilism brought with it much more than trade and commerce between nations. Complex organizations based on the social interactions around commerce emerged around every industry to accommodate increased activity.

Understanding the context of organizational behavior in various social relationships is critical to managing a diverse workforce in the 21<sup>st</sup> century. With an emphasis on developing effective management skills, this course will provide students with an understanding of the psychology of human interactions, both from an individual and a group perspective. It will also provide students with a conceptual understanding of organizational behavior while giving them tools to diagnose and manage the unique ways in which people behave within organizations.

The main text for the course will be *The Essentials of Organizational Behavior* by Stephen Robbins. This text will cover the following areas of study:

- The field of organizational behavior and its current challenges
- Individual behavior within organizations
- Group behavior within organizations
- Strategies for management within organizations
- Organizational systems and structures
- Policies and procedures for human resources
- Managing organizational change

Students will also examine their own unique personalities, including attitudes, values, biases, and their motivational framework from a Christian worldview. Students will spend time in class analyzing and discussing how teams function properly within organizations.

This course utilizes various educational methods to facilitate learning. These include weekly readings from the course text and business literature, weekly essay questions on course readings, use of the Self Assessment Library (SAL), in-class discussions, role play, and a final Applied Learning Paper. Integration of theory and practice will be essential to successful course completion.

# Course Syllabus

## I. Course Description

This course explores the complex dynamics of individual, group, and organizational behavior. It identifies, defines, and describes the skills one needs to manage a diverse workforce – one based not solely on race and gender, but on the manifold dimensions of human diversity: attitudes, biases, values, personality, and motivational factors. Given that functional teamwork is the expectation of most organizations, this course will also provide multiple perspectives for understanding human interactions and the reasons that teams succeed or fail. Four hours.

## II. Course Objectives

- a. Students will gain an understanding (both theoretical and practical) of *individuals*, *groups* and *organizations* in order to value the differences that influence behavior in the workplace – including motivational theories, team dynamics, group processes, culture, and organizational activities.
- b. Students will assess their own unique *personality*, including values, biases, motivational factors, and work attitudes, in order to predict and adapt their behavior to various organizational situations.
- c. Students will develop *managerial* skills including individual and group decision-making processes, managing change, resolving conflict, management-by-objectives, and basic human resource concepts in order to manage performance.
- d. Students will discuss and evaluate concepts of organizational behavior in light of a Christian worldview.

## III. Course Materials

- a. *Essentials of Organizational Behavior* (10<sup>th</sup> ed.). Robbins, Stephen P. Upper Saddle River, NJ: Pearson Prentice Hall. 2010 ISBN-13: 978-0-13-607761-9
- b. *Self-Assessment Library – Version 3.4*. Robbins, Stephen. ISBN-13: 978-0136083757
- c. *The Five Dysfunctions of a Team: A Leadership Fable*. Patrick Lencioni, San Francisco, California: Jossey-Bass, 2002. ISBN 0-7879-6075-6.
- d. Student Manual for BUS 346R, REACH. Available through [www.tiu.edu/REACH/manuals](http://www.tiu.edu/REACH/manuals).
- e. Allen, Richard M. *Thinking About Work*. Not copywrited, included in student manual.
- f. Hill, Roger B. *History of Work Ethic*. (This is a free article on the web: [www.coe.uga.edu/~rhill/workethic/hist.htm](http://www.coe.uga.edu/~rhill/workethic/hist.htm))
- g. Kuiper, R.B., *An Organism and an Organization*, Assembly Reflections. <http://www.geftakysassembly.com/Articles/BiblicalExposition/OrganismAndOrganization.htm>
- h. For additional information, access free online article on Thematic Goal Roadmap at: <http://www.tablegroup.com/books/silos/Establishing%20a%20Thematic%20Goal%20Roadmap.pdf> (a free web article).

## IV. Course Outline

### Session One

#### Objectives

1. The student will evaluate the field of organizational behavior and identify the current challenges and opportunities managers have in applying OB concepts to the workplace.
2. The student will gain an appreciation of the Protestant work ethic and its influence on current attitudes towards work in the West.
3. The student will contrast various attitudes and behaviors (including their own) and evaluate how they affect job satisfaction and productivity.
4. The student will identify various personalities and their relationship to behavior in organizations.
5. The student will describe the effect that emotion has on work-related behavior.
6. The student will begin to assess their own unique personality and anticipate behaviors in organizations.

#### Assignments

1. Read, *Essentials of Organizational Behavior*, chapters 1, 2, 4
2. Read, *The Five Dysfunctions of a Team: A Leadership Fable*, pp 3 – 34.
3. Complete five written essay questions for week #1 (Weekly Essays in Student Manual).
4. Complete Personal Insights on the Self Assessment Library (S.A.L.)  
Must complete # I.A.1, # I.A.2, # I.A.4, # I.C.6, # I.B.1, #I B. 2, # I B. 3, and # I.B.4.
5. Read *History of Work Ethic*, by Roger B. Hill for in-class discussion. [www.coe.uga.edu/~rhill/workethic/hist.htm](http://www.coe.uga.edu/~rhill/workethic/hist.htm)

### Session Two

#### Objectives

1. The student will describe how decision making is accomplished in various organizations and contrast this with the biblical model.
2. The student will evaluate various motivational theories and evaluate their impact in today's workplace – both from an employee and a management perspective.
3. The student will be able to identify the ways in which managers modify behavior and manage performance to accomplish organizational objectives.

4. The student will gain insight into employee incentive and involvement programs.
5. The student will continue to assess personality differences and gain appreciation for other styles through class interaction.
6. The student will analyze the impact of job re-design, merit pay, and incentive programs on employee performance and productivity.

#### Assignments

1. Read, *Essentials of Organizational Behavior*, chapters 3, 5, 6 & 7.
2. Read, *The Five Dysfunctions of a Team: A Leadership Fable*, pp 35 – 70, for discussion in class.
3. Complete five written essay questions for week #2 (Weekly Essays in Student Manual).
4. Complete Personal Insights on the Self Assessment Library (S.A.L.) Must complete # I.A.5, # I.D.3, # I.C.1, # I.C.2, # I.C.3, # I.C.8, # III.B.4, # I E. 1, # I.C.9, # I.C.10 for in-class discussion.
5. Read “Thinking About Work” in student manual.

### Session Three

#### Objectives

1. The student will identify aspects of group dynamics and behavior (including team formation, roles, and diversity) and make application to various organizations – including the Church.
2. The student will review the existing body of research and evaluate its implications for group behavior.
3. The student will differentiate teams from other work groups in organizations, and gain understanding of teamwork.
4. The student will contrast decision-making in groups and the pitfalls of building consensus in organizations.
5. The student will analyze functional team behavior and the collaborative design of work within modern organizations.
6. The student will gain insight into communication systems within organizations and contrast with the management structure.

#### Assignments

1. Read, *Essentials of Organizational Behavior*, chptrs. 8, 9, 10 & 11.
2. Read, *The Five Dysfunctions of a Team: A Leadership Fable*, pp 71 – 104, for discussion in class.
3. Complete five written essay questions for week #3 (Weekly Essays in Student Manual).
4. Complete Personal Insights on the Self Assessment Library (S.A.L.) Must complete # II.B.6, # II.A.1, # II.A.2, # II.B.1, # II.B.2, # II.B.5, for in-class discussion.

## Session Four

### Objectives

1. The student will compare various behavior theories and define their limitations for organizational leadership.
2. The student will distinguish the difference between transactional and transformational leadership, and how they can motivate peak performance within organizations.
3. The student will contrast the differences between power and leadership, and assess their own base of power.
4. The student will be able to differentiate between the *traditional*, *human relations*, and *interactionist* views of conflict.
5. The student will gain an appreciation of group conflict and the positive role it plays (when rightly managed) in functioning teams.
6. The student will contrast distributive and integrative bargaining processes, and apply them to real-world negotiations.

### Assignments

1. Read, *Essentials of Organizational Behavior*, chapters 12 - 13.
2. Read, *The Five Dysfunctions of a Team: A Leadership Fable*, pp 105 – 138, for discussion in class.
3. Complete five written essay questions for week #4 (Weekly Essays in Student Manual).
4. Complete Personal Insights on the Self Assessment Library (S.A.L.) Must complete # II.C.1, # II.C.2, # II.C.3, # II.C.4, # II.C.5, # II.C.6, for in-class discussion.

## Session Five

### Objectives

1. The student will be able to describe organizational structures (simple, bureaucracy, and matrix) and understand the factors that favor each.
2. The student will gain an understanding of the rationale for creating *boundary-less* organizations.
3. The student will define the common characteristics that make up organizational culture and assess how culture is transmitted within organizations.
4. The student will identify the functional and dysfunctional effects that organizational culture can have and how to manage in that environment.
5. The student will evaluate spirituality and the characteristics of a spiritual culture in organizations, reflecting on their own belief system.
6. Students will reflect on the nature of the Church as an organization and contrast to modern organizational groups.

## Assignments

1. Read, *Essentials of Organizational Behavior*, chapters 14 & 15.
2. Read, *The Five Dysfunctions of a Team: A Leadership Fable*, pp 139-170, for discussion in class.
3. Complete five written essay questions for week #5 (Weekly Essays in Student Manual).
4. Complete Personal Insights on the Self Assessment Library (S.A.L.) Must complete # III.B.1, # III.A.1, # III.A.2 for in-class discussion.
5. Read An Organism and an Organization, R.B. Kuiper. Assembly Reflections free online article:  
<http://www.geftakysassembly.com/Articles/BiblicalExposition/OrganismAndOrganization.htm> (a free web article).

## Session Six

### Objectives

1. The student will define and discuss the concept of “thematic goals” and apply this concept to a variety of organizational settings
2. The student will discuss their own receptivity to change and will identify various strategies for managing change processes, both personally and organizationally.

### Assignments

1. Read, *The Five Dysfunctions of a Team: A Leadership Fable*, pp 171 – 184, for discussion in class.
2. Complete a 4-5 page paper that summarizes the lessons you learned throughout this book. **Note:** For this assignment, it is essential that you ground your observations in the literature base that is found in the Robbins book. More specifically, which lessons did you learn? Which theories and frameworks diagnose the problems in the *Five Dysfunctions* book? Which theories and frameworks should be utilized to improve the team and the organization?
3. For additional information, access *Thematic Goal Roadmap*:  
<http://www.tablegroup.com/books/silos/Establishing%20a%20Thematic%20Goal%20Roadmap.pdf> (free online article)
4. Complete Personal Insights on the Self Assessment Library (S.A.L.) Must complete # III.C.1, # I.A.3, # III.B.3, # III.C.2, # III.C.3 for in-class discussion (these personal insights are for the readings for week #7).
5. No readings from “*Essentials of Organizational Behavior*” Robbins & Judge this week.

## Session Seven

### Objectives

1. The student will develop an understanding of the two views of change and be able to apply this understanding to their own organizations.
2. The student will be able to describe the forces that compel and constrain change in organizations.
3. Students will explain the values underlying most organizational development (OD) efforts and relate them to their own experiences.
4. The student will describe a “learning corporation” and summarize the value of continuous learning.
5. The student will identify symptoms of work stress and ways to overcome.
6. The student will assess their own personality focus and further develop collaborative skills within their work groups.

### Assignments

1. Read, *Essentials of Organizational Behavior*, chapter 16.
2. Read, *The Five Dysfunctions of a Team: A Leadership Fable*, pp 185 – 230, for discussion in class.
3. Complete the Team Assessment diagnostic tool on pp. 191 – 194 of *The Five Dysfunctions of a Team*, with scoring.
4. Complete five written essay questions for week #7.
5. Complete Team Dimensions Profile during in-class exercise.

## V. Course Requirements

- A. Students must complete all readings and written assignments as listed in the Course Outline above. Completion of self-assessments through the Self-Assessment Library (SAL) will enhance discussion and class interactions.

Five weekly written essays must be completed based on course reading from *Essentials of Organizational Behavior*.

Students will complete an Applied Learning Paper as described in the Assignments and Activities section of this Manual. This will require focusing on at least four course concepts that relate to organizational behavior and integrating them into either “individual” or “team” experiences.

### Attendance Policy

Because of the accelerated and collaborative nature of the REACH courses, students are required to attend every class session. Missing a single class means a significant portion of the contact with the faculty member and the learning community has been lost. **For this reason, in all REACH courses, students missing one class session will be penalized between one-half and one full**

**letter grade. Students missing more than one class period will receive no credit for the class and a grade of F will be recorded. The course must then be retaken in order to receive credit. In addition, students may miss no more than two class sessions in a given semester, regardless of the circumstances.** If a student misses more than two class sessions during a given semester, the student will be required to meet in person with the Director of REACH Student Services to discuss continuance in the Program. Students are responsible for monitoring their own attendance to make sure they do not exceed two classes per semester. The REACH Office will also monitor attendance and notify the REACH Director of Student Services when a student exceeds two absences for a given semester.

Any student missing more than 30 minutes of a course session will be considered absent for the full course session. Participation points are earned and calculated in the final grade of a course based upon on-time attendance at each session. Students who miss three consecutive course sessions without prior notification to the REACH Office will be dropped from the program and will need to apply for readmission. See REACH Program Handbook for more information on attendance.

#### Late Work Policy

Late work will not be accepted unless the student requests an extension prior to the deadline and the instructor grants the request. There may also be a substantial penalty for late work. An extension on the time needed to submit final course requirements will only be granted in unusual circumstances and if the instructor grants the request.

#### Academic Integrity

As a member of the Trinity community, we ask for you to hold yourself and others to the highest standards of academic integrity and honesty. Violations take many forms, which include, but are not limited to, the following:

- Plagiarism: using another's work or ideas without proper documentation, which requires citing the author or authors' name(s), date of publication, and page number (if applicable)
- Cheating: using notes, books, or crib sheets during closed book quizzes or exams, or copying from another's student's work
- Submitting Previous Work: submitting your work that was previously turned in for credit without the prior approval of the instructor
- Ghosting: writing a paper or taking a quiz (or any other evaluation) in place of another student
- Aiding and Abetting: helping others to commit acts of academic dishonesty, and failing to confront and, if necessary, report those who have or plan to commit dishonest acts

Faculty members will investigate all violations of academic integrity, whether deliberate or non-deliberate. The student may receive an "F" for the course for a

deliberate violation. In such a case, the student may not drop the course. The faculty member will document all cases of academic dishonesty explaining the incident and the action taken. The Associate Dean of Nontraditional Education will receive a copy of this report, and a copy will be placed in the student's file. In serious cases of academic dishonesty, the Associate Dean may choose to meet with the student and faculty member to review the case. Multiple violations could lead to a student's dismissal from the program.

VI. Final Grade

|  | <u>Points</u> |
|--|---------------|
| Seven Weekly Written Essays (5 Q's each) | 350           |
| Class Participation                      | 150           |
| Applied Learning Paper                   | 300           |
|  |               |
| TOTAL                                    | 900           |

- A. You must complete five written essay questions for each session. You may choose any 5 of the 12 questions available for the assigned readings for that week. Each question is worth 10 points, for a total 50 points per session. Essays will be graded based on the extent to which the student thoughtfully interacts with the text (5 points) and discusses useful integration/application into a real life setting (5 points). Points will be deducted for poor grammar, punctuation, spelling, and organization..
- B. Class participation. Class participation directly relates to preparation. You will be evaluated on your contribution to the group dynamic and learning process. Quality is a key, but the amount of participation is also important.
- C. Applied Learning Paper.

VII. Course Grading Criteria / Grading Scale

| Grade |  | Percentage |
|-------|--|------------|
| A     |  | 92-100     |
| A-    |  | 90-91      |
| B+    |  | 88-89      |
| B     |  | 82-87      |
| B-    |  | 80-81      |
| C+    |  | 78-79      |
| C     |  | 72-77      |
| C-    |  | 70-71      |
| D+    |  | 68-69      |
| D     |  | 62-67      |
| D-    |  | 60-61      |
| F     |  | 0-59       |

## ASSIGNMENTS AND ACTIVITIES

## Applied Learning Paper (ALP)

The Applied Learning Paper is an opportunity to integrate and synthesize learning from the all of the course readings, essay questions, course activities, in-class exercises and discussions, as well as your life experiences. In the paper, you will select a minimum of *four* concepts from the course and apply these concepts to your life experiences using one of the two options below.

Please select ONE of the two options below and address all the aspects in a 10-12 page paper.

### **Option A – Personal Team Experience (Functional or Dysfunctional)**

Select a *personal team experience* (it can be a *functional* or *dysfunctional* team) and integrate the concepts and principles from course materials (readings, exercises, class discussions – including *The Five Dysfunctions of a Team*). Take time to analyze and reflect on your team experience, and why it was either a success or failure. You may also use relevant materials from outside the course. Be sure to define your terms clearly. Also, use personal observations or experiences to support/illustrate your learning and application of the course material.

A suggested outline:

- I. Introduction (catch attention, thesis, outline)
- II. Description of the Team
- III. Critical Analysis
- IV. Recommendations for Improvement
- V. Conclusion

Note: Sections III and IV need to be grounded in the research.

### **Option B – An Individual Experience – Based on “Key” Course Concepts**

Choose four “key” course concepts relating to an *individual experience* you have had in an organization (work, church, school, etc.). Possible items may include Organizational Change, Communication with Organizations, Group Dynamics, Politics, Maslow’s Hierarchy of Needs, McGregor’s Theory X / Y, and Emotional Intelligence.

A suggested outline:

- I. Introduction (catch attention, thesis, outline)
- II. Description of the Situation
- III. Concept #1 and Application to the Situation
- IV. Concept #2 and Application to the Situation
- V. Concept #3 and Application to the Situation
- VI. Concept #4 and Application to the Situation
- VII. Conclusion

Note: Sections III-VI need to be grounded in the research.

## Weekly Essay Questions

Instructions: Each week you will need to answer any five of the twelve possible essay questions from the assigned readings for that week. Your essays should be double-spaced and should take approximately 3-4 pages to complete. The relevant pages of the Robbins text are noted next to each question. Please cite all references using proper APA documentation.

### Sample Question and Answer

Q: Explain Rokeach's Value Survey (5 points). Discuss how this information is applicable to an individual, group, or organizational setting of your choosing (5 points).

A: The Rokeach Value Survey (RVS) consists of two sets of values, with each set containing 18 individual value items. One set, called terminal values, refers to desirable end-states of existence. These are the goals that a person would like to achieve during his or her lifetime. These include a comfortable life, a sense of accomplishment, a world of peace, beauty, equality, family security, freedom, happiness, etc. The other set, called instrumental values, refers to preferable modes of behavior, or means of achieving the terminal values. These include ambitious, capable, cheerful, clean, courageous, helpful, honest, imaginative, logical, loving, obedient, polite, and responsible.

The personal application of the Rokeach Value Survey is the connection it makes between my walk and my talk. There is a real-life connection between my "Terminal Values" (my talk) and the "Instrumental Values" (my walk) that the RVS measures. I compare "Terminal Values" to my own life-goals, the things that I say I believe (i.e. the ends that I value for my life). "Instrumental Values," on the other hand, are the means (walk) by which I work to accomplish my Terminal Values. For me, there is an absolute connection between some of the Terminal and some of the Instrumental Values. If "pleasure," "happiness," "social recognition," having a "comfortable" and/or "exciting life," etc. are my Terminal Values, then chances are that my "Instrumental Values" would be compromised in order to accomplish them. Not all Terminal Values appeal to the higher ideals of human nature. Life has taught me that pleasure, comfort, and social recognition are elusive and fleeting at best – and not worthy ends in themselves.

**WEEK #1 (Choose any 5 Essay Questions from the following 12 covering ch. 1, 2, & 3)**

Note: Each of your essays must contain at least two paragraphs. The first paragraph must answer the stated question (5 points). The second paragraph must discuss how this information is applicable to an individual, group, or organizational setting of your choosing (5 points). See above for a sample assignment. With this in mind, each essay response is worth 10 points, for a total of 50 points possible each week.

**Chapter 1**

1. How have the fields of psychology and sociology contributed to our understanding of organizational behavior?
2. Discuss the ways in which the manager's job is changing in response to globalization.
3. Describe a customer-responsive culture.
4. What is an ethical dilemma? How are organizations responding to these dilemmas?

**Chapter 2**

1. What is ability? What is the significance of the ability-job fit?
2. Discuss the three components of an attitude.
3. Define and discuss the theory of cognitive dissonance.
4. What are the major causes of job satisfaction?

**Chapter 3**

1. What is the Myers-Briggs Type Indicator (MBTI) and how might it be used by managers?
2. Discuss the "Big Five" model of personality.
3. Discuss the Rokeach Value Survey. Include definitions and discussion of terminal values and instrumental values.
4. Discuss the five value dimensions of national culture described by Hofstede. Explain where the United States ranks on each of the five dimensions.

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**WEEK #2 (Choose any 5 Essay Questions from the following 12 questions covering ch. 4 - 7)**

Note: Each of your essays must contain at least two paragraphs. The first paragraph must answer the stated question (5 points). The second paragraph must discuss how this information is applicable to an individual, group, or organizational setting of your choosing (5 points). See above for a sample assignment. With this in mind, each essay response is worth 10 points, for a total of 50 points possible each week.

**Chapter 4**

1. Contrast the fundamental attribution error and the self-serving bias.
2. List and explain eight common decision biases or errors.
3. Discuss three different criteria for ethical decision making.

**Chapter 5**

4. Describe Maslow's hierarchy of needs.
5. What assumptions are held by a Theory Y manager?
6. What predictions can be made based on the relationship between the achievement need and job performance?

**Chapter 6**

- 7. How can management enrich an employee’s job?
- 8. Discuss the benefits and drawbacks for management of telecommuting.
- 9. List five guidelines of what has been learned about motivating employees in organizations.

**Chapter 7**

- 10. Explain the differences between the following terms: affect, emotions, and moods.
- 11. What is emotional labor?
- 12. What are the five dimensions of emotional intelligence?

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**WEEK #3 (Choose any 5 Essay Questions from the following 11 questions covering ch. 8-11)**

Note: Each of your essays must contain at least two paragraphs. The first paragraph must answer the stated question (5 points). The second paragraph must discuss how this information is applicable to an individual, group, or organizational setting of your choosing (5 points). See above for a sample assignment. With this in mind, each essay response is worth 10 points, for a total of 50 points possible each week.

**Chapter 8**

- 1. Differentiate between formal and informal groups.
- 2. What are norms?
- 3. Discuss the strengths and weaknesses of group decision making.

**Chapter 9**

- 4. Discuss the difference between a work group and a work team.
- 5. What is a cross-functional team?
- 6. Why are teams an essential part of quality management?

**Chapter 10**

- 7. What are the four functions of communication?
- 8. What are the three basic methods of interpersonal communication?
- 9. What is the grapevine?

**Chapter 11**

- 10. What is the difference between leadership and management?
- 11. How can charismatic leadership hurt an organization?
- 12. What is the difference between transactional leadership and transformational leadership?

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**WEEK #4 (Choose any 5 Essay Questions from the following 12 questions covering ch. 12-13)**

Note: Each of your essays must contain at least two paragraphs. The first paragraph must answer the stated question (5 points). The second paragraph must discuss how this information is applicable to an individual, group, or organizational setting of your choosing (5 points). See above for a sample assignment. With this in mind, each essay response is worth 10 points, for a total of 50 points possible each week.

**Chapter 12**

1. Contrast leadership and power.
2. List and discuss the bases of personal power.
3. Why do coalitions form?
4. What is political behavior?
5. What organizational factors are related to political behavior?
6. List the three questions that can help determine if a political action is ethical.

**Chapter 13**

7. Define and describe the traditional view of conflict.
8. Compare and contrast the three schools of thought regarding conflict in groups and organizations.
9. Distinguish between functional conflict and dysfunctional conflict.
10. Discuss the three general categories of conditions which may be the sources of conflict.
11. When is conflict constructive?
12. Discuss the two general approaches to negotiation.

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**WEEK #5 (Choose any 5 Essay Questions from the following 12 questions covering ch. 14-15)**

Note: Each of your essays must contain at least two paragraphs. The first paragraph must answer the stated question (5 points). The second paragraph must discuss how this information is applicable to an individual, group, or organizational setting of your choosing (5 points). See above for a sample assignment. With this in mind, each essay response is worth 10 points, for a total of 50 points possible each week.

**Chapter 14**

1. What is organizational structure?
2. What is work specialization?
3. What is departmentalization?
4. What is the chain of command within an organization?
5. What is the difference between centralization and decentralization?
6. Explain the concept of the “boundaryless” organization.

**Chapter 15**

7. What is organizational culture?
8. Discuss the difference between strong and weak organizational cultures.
9. What are the functions of organizational culture?
10. How does organizational culture develop?
11. Explain the primary methods of maintaining an organization’s culture.
12. Discuss how employee learn culture.

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NO ESSAY QUESTIONS FOR WEEK #6  
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**WEEK #7 (Choose any 5 Essay Questions from the following 12 questions covering ch. 16)**

Note: Each of your essays must contain at least two paragraphs. The first paragraph must answer the stated question (5 points). The second paragraph must discuss how this information is applicable to an individual, group, or organizational setting of your choosing (5 points). See above for a sample assignment. With this in mind, each essay response is worth 10 points, for a total of 50 points possible each week.

**Chapter 16**

1. List the six specific forces for change.
2. What are the three steps in Lewin's model for change?
3. Discuss organizational factors that lead to resistance to change.
4. Discuss the actions that managers can take to lessen resistance to change.
5. Discuss five OD interventions.
6. Discuss process reengineering and its three key elements.
7. What is stress?
8. What is a learning organization?
9. What is the difference between single-loop learning and double-loop learning?
10. What can managers do to make their firms learning organizations?
11. Discuss six OD interventions that change agents might consider using.
12. What are the key elements of process reengineering?

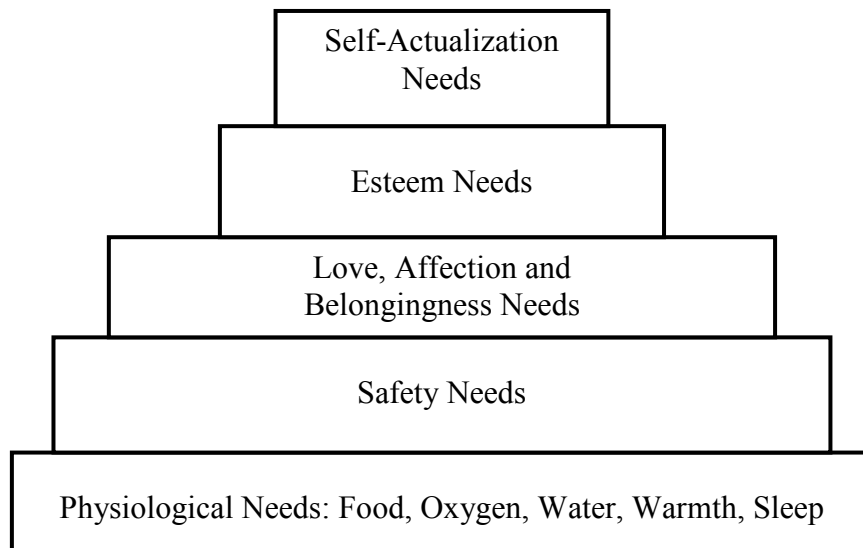
## Thinking about Work

*Curse, Calling, Center of God's Will, or Competent Choice?*

*By Richard M. Allen*

### Introduction

The subject of work is complicated by our love-hate relationship to it. Do men and women work because they are commanded to, need to, want to, or are driven by other internal or external forces? I think it's safe to say that we still work to provide for our physical needs. For most people in the U.S. and Western Europe, meaningful employment goes well beyond that. Abraham Maslow in his study of human behavior built a hierarchy of needs that showed a significant progression in the motivation to work. The progression from lowest to highest levels of human needs included: Physiological Needs, Safety Needs, Love, Affection and Belongingness Needs, Esteem Needs, and Self-actualization Needs. His diagram looks like this:



When people live without the stability of regular meals, safety and shelter, basic human needs become the focus of all their work. It is not unusual to see someone in this economic condition taking menial or entry-level work just to survive (common among first generation immigrants to the U.S.). For many, these early experiences of hunger and fear often keep them satisfied with any stable work, just as long as it provides for their physical needs. Oftentimes, however, their children (who are brought up enjoying the stability of regular meals, safety, and shelter) are looking for more from their work. For them, career advancement, prosperity, and meaning become the critical motivation for their work.

As we move up through the hierarchy, work suddenly becomes a career. It is no longer just a means to an end, but work becomes an end itself. The higher needs of love, affection, esteem, and even self-actualization (which Maslow described as that which a person was born to do, i.e. their “calling”) become the driving forces (and economic engine) behind meaningful labor. What does the Bible have to say about human work, needs, callings, and careers? In our current

culture, people expect to be happy and fulfilled in their work. It may surprise you, but neither the church nor society has always held this view.

### **Curse**

At the fall of man and woman, humankind gave up the sustenance and protection of the Garden of Eden. As a result, work became a never-ending struggle for survival. Historically, many in the Church have believed that since the fall work is just a necessary evil, visited upon mankind as a result of sin. This view further believes that only through the sweat of our brow can we provide for our physical needs during our all too brief sojourn on this planet. There is a bit of fatalism in this view that sees our current life as a brutish struggle giving way to death. I like to call this the “Bridge Over The River Kwai Syndrome.” This vintage WWII film paints a vivid picture of the fatalistic view of life and work.

If you remember, Alec Guinness’ character Colonel Nicholson (the ranking officer in a Japanese POW camp) worked feverishly to build a first class bridge for the Japanese over the River Kwai during WWII. Though his motivation was noble (to keep the morale of Allied soldiers up during their internment), in the end he finally realizes that all his hard work was actually destructive because it helped the enemy. In the final scene as he lay dying, he helps the Allies blow up the bridge he’s labored so hard to build in order to help defeat the Japanese. This view sees all work as a futile effort, with the labor of our hands being ultimately destroyed. Sad to say, some within the Church view all human endeavors to improve life, feed the hungry or subdue the earth as an exercise in futility and not befitting godly pursuits.

The problem with this view is that even though the physical creation is in bondage because of Adam and Eve’s disobedience (Rom. 8:20), the physical world was originally pronounced to be “good.” Adam and Eve were no doubt intended to work to cultivate and keep the Garden (Gen. 2:15) as well as to be fruitful in subduing the earth (Gen 1:28). There is in each of us a desire to tend our garden and to subdue our part of the planet. Men and Women are never happier than when they are fulfilled in their work. It’s no wonder that the wealthy of this world (who have no need to work) often struggle for meaning, or just a good nights sleep (Eccl. 5:12).

It’s apparent that some form of human work was a part of God’s plan from the beginning. But since the Fall, the ground has been cursed, giving us the life-long challenge of providing for our daily bread. It’s obvious that the curse does still have the effect of making life in general, and work in particular, appear to be a meaningless effort (i.e. striving after the wind – Eccl. 2:22). But we’re also told that God has made all things beautiful in His time. . . and that we should enjoy the fruits of our labor (Eccl. 3:11, 13). Let’s face it, in this life work will always have this dilemma: We must work to survive, but we also survive and thrive when we perform meaningful work. Societies that don’t have to work to survive typically self-destruct (just witness the transformation of the Native Indian culture when the U.S. government took away their lifestyle of nomadic hunting and provided them with entitlements via the reservation system).

### **Calling**

Our church fathers saw clearly the value of labor and extolled even the virtue of menial tasks. But they didn’t quite have the concept that work, along with life, had been redeemed in Christ. To many in Pre-Reformation Christianity, work was divided onto two plains: Secular and Sacred. Since this world was passing away (they reasoned), all secular work is therefore on a lower plain than vocations that are spiritual and contemplative. Those vocations that actively

serve God (priestly / monastic) are on a higher plain, receiving His support, favor and ultimate blessing.

Since the Reformation, the Protestant view has been that work, like all of life, has been redeemed through the work of Christ. We can serve God just as acceptably in secular vocations as we can in Christian ministry. In the Protestant view, distinctions between secular and sacred are eliminated. All forms of work are equally valuable and pleasing to God.

While Calvin and Luther restored the concept that all work was worthy, they continued to focus on a “God-centered life of service.” Discouraging all economic interests as self-centered and sinful, work continued to be very limited for most of humanity. The Reformers believed that by His providence, God had placed everyone in their proper place in society to do a certain vocation in the social order. To say the least, people were not encouraged to change or advance in their life’s work. For most of the Christian era people have had little to say about the choices made in life. Vocation, marriage, and social status were pretty much determined by your family lineage.

Using 1 Corinthians 7:20: “Each one should remain in the situation which he was in when God called him,” the traditional Protestant view (like the Roman Catholic view before it) affirmed that each of us has a calling in life, and that we should be happy and contented with it. This view was very effective in maintaining the social order, but did little to lift the poor to prosperity or promote the concept of chosen vocation. While this view has strength (especially its spiritual perspective on contentment), it tended to perpetuate class and limit human initiative.

Because of his views on hard work and “industry,” the Reformer John Calvin’s teachings are often credited with being a driving force behind capitalism. Later as spiritual heirs of John Calvin, the Puritans almost deified hard work and frugality linking Capitalism and Christianity at the hip. By God’s grace they believed that they should make moral choices for their life’s vocation, and then set out into the world to seek success and fortune.

During the Enlightenment, Calvin’s economic views easily merged with the teachings of deistic philosopher Adam Smith. He taught that God had created the world, and then retired to allow us to explore the laws of His creation, including economic laws. Smith’s greatest divergence from historic Christianity was to teach that economic self-interest was not sinful, but a strong motivating force in society. This Protestant work ethic would create an entire generation of free-enterprising believers.

### **Center of God’s Will?**

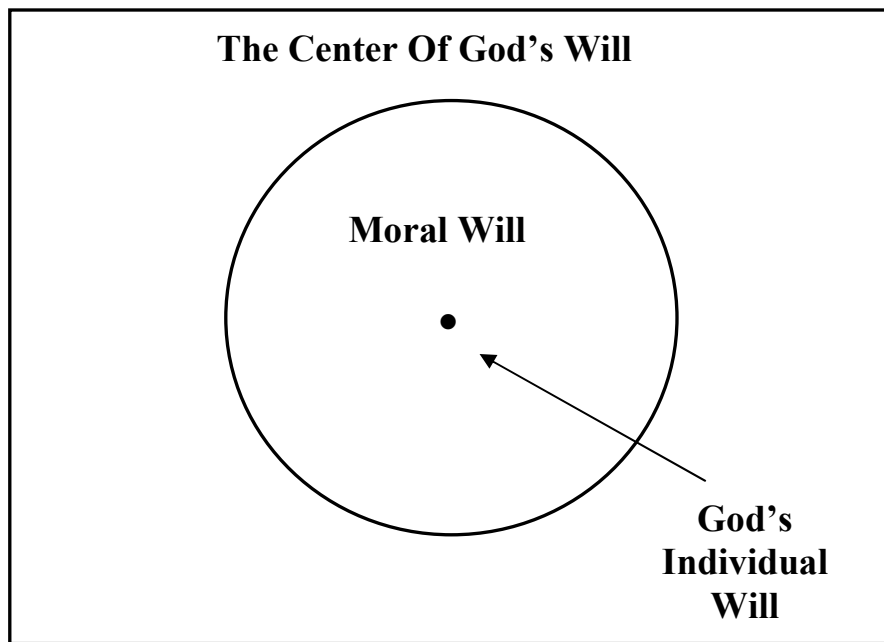
In our present day, the Protestant Evangelical view of work has basically descended from the Puritans in another important way. Making a decision for your life’s work is nothing short of finding the center of God’s will. In “Decision Making and the Will of God,” (Garry Friesen, Multnomah Press) this view is called the “Dot Theory.” This theory teaches that while all moral work is a calling from God, we still need to find His individual will for our life’s vocation.

In this view God has three particular wills: 1.) His Sovereign (secretive) Will, 2.) His Revealed (moral) Will, and 3.) His Individual (personalized) Will. By not following the so-called road signs we can and often do miss God’s individual will for our life or career. This view is common in much of the Evangelical literature on guidance / decision-making. As believers struggle to find God’s individual will (the Dot), they are always fearful that they’ve missed God’s best for

their life. Unfortunately, this individualization of God’s will is highly subjective. The believer is simply told to follow the road signs to discover God’s individual will for their life. Ironically, the “road signs” to find the Dot, are not easy to follow or interpret: Does an obstacle to a career choice mean that it’s not God’s individual will for you? Or is the difficulty a spiritual test of character that will ultimately prepare you for greater responsibilities? Typical road signs include:

- The Bible
  - + / - Circumstances (Providence)
  - Common Sense
  - Special Guidance
  - Inner Witness
  - Mature Counsel
  - Personal Desires
  - Open / Closed Doors
- (Using a Fleece/Test to discern - Judges 6:36-40)

**The “Dot Theory” looks like this:**



In this diagram, God’s individual will (the “Dot”) is found within the revealed (moral) will of God. It is also the one and only perfect decision that promises God’s blessing and best. To miss God’s will is to not be at peace, risk failure and miss God’s wonderful plan for your life. When it comes to the choice of a vocation, this is serious business. With the cost of college and graduate school, who wants to make a bad career choice and mess up one of the most important decisions in life?

The basic problem with the “Dot” view is that it has one too many “wills” for God. Scripture teaches that God has a sovereign will as well as His revealed will” (Deut. 29:29). But nowhere in scripture is God’s individual will for each believer stressed, much less set up as the standard that we need to be guided by. Scripture does show the difference between God’s sovereign and His revealed will. In 2 Samuel chapters 11 and 12 King David’s adultery and murder is played out on the pages of scripture as David has an affair with Bathsheba, the wife of Uriah, of one of his dutiful soldiers.

To make matters worse, Bathsheba becomes pregnant with David's child and sends word to the King. With Uriah far away fighting with the Israeli army it was going to be hard to make it look like this unborn child was of Uriah's making. David furthers his guilt by first conspiring to make it appear that Uriah fathered the child, and then after that fails, having Uriah killed in battle. David had clearly broken God's commandments (VII. Do not commit adultery, VI. Do not commit murder). These commandments are God's revealed will. There are no "ifs, ands, or buts about it." After Uriah's murder, David quietly takes Bathsheba to be one of several wives, thinking that his immoral behavior has been hidden from public exposure.

But later after David's illegitimate child is born, Nathan the prophet confronts David's with his immorality and unmask his sin. Tearfully David repents and asks God to forgive him. While God did forgive him, David ends up suffering the bitter consequences of his sin: The sword doesn't depart from his house all his days, starting with his newborn son – who becomes deathly ill after Nathan's rebuke. Then after seven days, the child dies.

Then, without explanation the scripture narrative casually states: "David comforted his wife Bathsheba, and he went to her and lay with her. She gave birth to a son, and they named him Solomon. And the Lord loved Solomon." (2 Samuel 12:24). Wow! We know from the rest of the bible that Solomon was the son to whom the Covenant of Promise was passed on. Solomon was in fact the son who would build the Temple of God (prefiguring Christ, David's greater son). In fact, Solomon was part of the Kingly lineage of Jesus, carefully mentioned at Jesus' birth in Matthew's gospel (Matt. 1:6). David's sin indirectly brought about God's sovereign plan!

Deuteronomy 29:29 states: "The secret things belong to the Lord our God, but the things revealed belong to us and to our children forever, that we may follow all the words of this law." There is no question that God's sovereign will was fulfilled through the birth of Solomon, "whose mother had been Uriah's wife." (Matt. 1:6) While David's sin was serious, God overruled it, working all things together to fulfill His own plan (Rom. 8:28). Unfortunately, this wasn't all there was to this story.

David couldn't possibly have foreknown, but his sin had a mixed outcome: By his sin he would bring forth the covenant heir through Bathsheba his wife, but he would also bring calamity upon his family (four of his sons would die). Rather, like all of us David was only responsible to follow God's revealed will (don't commit adultery, don't commit murder). When all else fails, follow instructions!

David didn't make his decision because he foreknew the one positive outcome, he sinned!

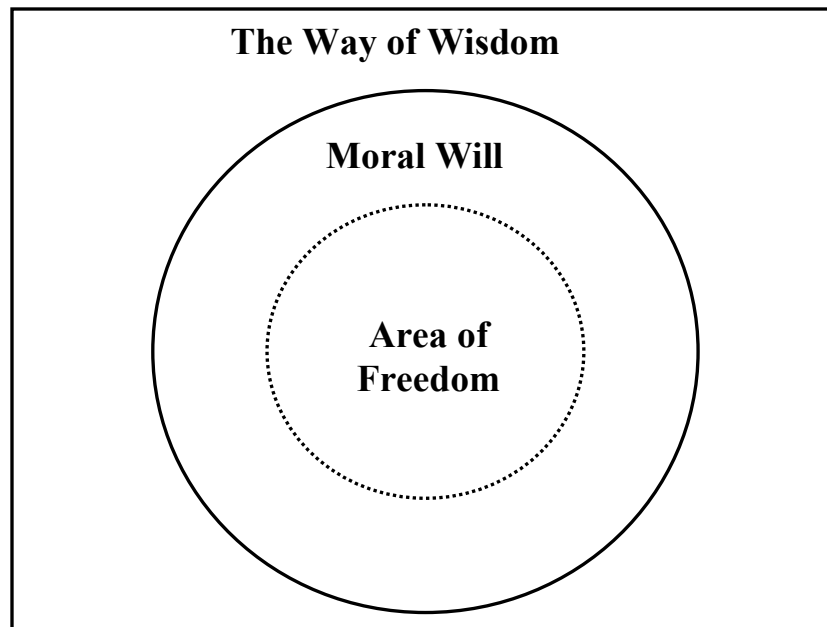
The ultimate problem with the "Dot" Theory is that while it masquerades as God's individual will, in reality it gets confused with God's sovereign will. The reason people struggle with finding the Dot is that God's sovereign will is not revealed. No amount of road signs will help you make that one right choice! Wise counsel, biblical teaching, providence and other road signs can help you make wise, moral decisions - but you can never be certain that your decision was God's best (sovereign plan).

What are the criteria that can determine what is God's best? While believers can disobey God's revealed will, they can never be outside His sovereign will for their lives. Did William Carey (famous missionary to India) miss God's best when he buried most of his family before making

even one convert to Christianity? Though the road signs looked bleak (apparent failure), Carey's subsequent history proves that he fulfilled God's will and accomplished much for the Kingdom! If you're making a decision about your life's vocation, you certainly can't search for God's sovereign will. No man should ever reason: I'll work as a drug smuggler and then through God's sovereign plan I will end up being a missionary to Columbia.

Nor would any woman decide: "I'll get into prostitution and then be wonderfully saved later on and become a missionary to other prostitutes." In God's sovereign plan both of these scenarios can, and have happened. We just can't use God's non-revealed will as guidance for any decision in life. Trying to discern God's individual will for your life can paralyze your decision making, and keep you second-guessing every moral decision you make.

That God has a sovereign will is without dispute. Since His eye is on the sparrow, we can be sure He's caring for us (Matt. 10:29-31). In hindsight, most of us are aware that God has sovereignly led us in ways we never anticipated. But we only discover His sovereign will by living through it, not by looking for signs. Trying to discern His sovereign will is just not the way to make a life or career decision. We make decisions based upon His revealed will, using the Way of Wisdom. The diagram should look like this:



As the above diagram shows, biblical decision-making is not based on some mythical center of God's will (the "Dot"), but rather on making free and wise choices within the revealed will of God. As long as it's not in violation of God's revealed will (i.e. a drug dealer, prostitute, or thief) all moral decisions are within God's will. We can no doubt make moral choices that aren't wise and then suffer the consequences. But who's to say that an unwise moral decision isn't part of God's plan to help you grow? Most saints in the bible developed through trials and suffering.

God's revealed word teaches us that "whatever you do, work at it with all your heart, as working for the Lord, not for men." (Col 3:23) We can be comforted that God's sovereign will encompasses each of our lives. But we cannot be guided by it; we can only discover God's sovereign will as it unfolds. So, decision-making comes down to making wise choices.

Remember, when deciding between two moral choices (for career or life), our preferences and personal desires are not in and of themselves wrong. A different set of standards must be applied when making a wise decision about one's career.

### **Competent Choice and The Way Of Wisdom**

The biblical approach to the big questions in life is to use wisdom and the revealed will of God to make competent choices! This is what's referred to as: The Way of Wisdom. Who should I marry? What school should I attend? Should I enter the ministry or missions work? What career field can I pursue that will honor God, help my fellow man and fulfill my desire to be fruitful? Biblical teaching on "The Way of Wisdom," can be summarized in four basic guidelines:

- 1.) In areas where the scripture speaks directly to a situation (moral decisions), the revealed commandments of God are to be faithfully obeyed.
- 2.) In areas where the scriptures are silent, (i.e. non-moral decisions), and no specific command or principle is set forth, believers are free to make responsible decisions. As long as the decision is within the revealed will of God, believers are free to choose.
- 3.) In all non-moral decisions believers should seek to make wise decisions that are in agreement with spiritual values and goals.
- 4.) No matter what decision is made, the believer should acquiesce beforehand to God's sovereign will concerning each decision. (Prov. 16:9) (Garry Friesen, Multnomah Press)

The "way of wisdom" is not a fancy system, or a new interpretation of scripture. In fact, the way of wisdom is clearly set forth in the New Testament. When making a vocational decision the Christian should follow these spiritual guidelines:

- 1.) Our choice of vocation must be lawful (Eph. 4:28).
- 2.) We're commanded to be gainfully employed, and refrain from idleness (2 Thes 3:10-11).
- 3.) Christian men are commanded to provide for their own families (1 Tim. 5:8).
- 4.) In our business decisions we are to acknowledge the Sovereignty of God (James 4:13-15). Success is not guaranteed.
- 5.) A Christian's work should exemplify:
  - a. Reverence for and devotion to Jesus Christ (Eph. 6:5-6)
  - b. Sincerity (Eph. 6:5)
  - c. Eagerness and faithfulness (Eph. 6:6; 2 Thes. 3:8; Col. 3:23)
  - d. Gratitude (Col. 3:17)
  - e. Productivity (Eph. 5:16)
  - f. Honesty (Titus 2:10)

- g. Generosity (Eph. 4:28)
  - h. Quietness (2 Thes. 3:12)
  - i. Self Discipline (2 Thes. 3:11)
  - j. Good will (Eph. 6:7)
  - k. Integrity (Eph. 6:6)
  - l. Respect (Titus 2:9)
- 6.) At work, each Christian should make it their goal to:
- a. Adorn the teaching of God regarding faith and practice (Titus 2:10)
  - b. Be a good role model for others (2 Thes. 3:9)
  - c. Be worthy of your paycheck (2 Thes. 3:10)
  - d. Avoid being a burden to others (2 Thes. 3:8)
  - e. Adequately provide for your own and your families needs and still have enough resources to help others in need (Eph. 4:28)
  - f. Preserve God’s reputation (1 Tim. 6:1)
  - g. Behave righteously before others (1 Thes. 4:11-12)
- 7.) Towards our employers, Christian employees should:
- a. Be a diligent employee, even when no one is watching (Eph. 6:6)
  - b. Be productive and faithful, knowing that our real “boss” is the Lord (Eph. 6:6-8; Col. 3:23)
  - c. Honor your employer and show respect, even when they are harsh (1 Tim 6:1; 1 Peter 2:18)
  - d. Not take advantage of a employer because they are a Christian (1 Tim. 6:2)
  - e. Be submissive as to the Lord (Eph. 6:5; Col. 3:22; Titus 2:9; 1 Peter 2:18)
- 8.) As an employer, the Christian should:
- a. Treat employees fairly and justly (Col. 4:1)
  - b. Not be abusive (Eph. 6:9)
  - c. Live by the golden rule treating employees as you would wish to be treated (Eph. 6:9)
  - d. Be honest and timely in paying employees their wages (James 5:4)
  - e. Remember that we are accountable to God for the treatment of His workers (Col. 4:1)
- 9.) Vocational advancement or change is permissible when it doesn’t violate God’s revealed law (1 Cor. 7:21). (Garry Friesen, Multnomah Press)

### **Personal & Career Assessment**

Another practical part of wise decision making is for the individual to take assessment of their skills (competencies) as well as their vocational desires. What are you good at? What could you become proficient at? Sadly, many students have pursued careers for which they were not well suited (nor would they be contented once they got the job). Doing a personal self-assessment is wise in preparing our career plan. Even then we’ll have to make course corrections along the way. It’s hard to make a decision at 18, 38 or any age that takes into account all of the variables that providence will bring into our lives along the way.

Another mistake that is commonly made is making a decision on a career field or a specific job without adequate information. Do I have a real perspective on what this job entails on a day-to-day basis? Can I see myself doing it long-term? Does this job tap into my core strengths or reveal my developmental needs? Where will this career lead? What is the time frame for this career path? Are there available opportunities where I live, or am I willing to move? What does the job market look like for this career 5, 10, 15 years down the road?

Take stock of your strengths, desires and God's leading before charting a career course. Above all, use the Way of Wisdom to discern God's revealed will!

Thinking About Work – Worksheet  
(Complete the questions and be prepared to discuss in your small group)

- 1.) Why do you work? What is your primary motivation? What is your secondary motivation?
- 2.) Do you have definite career goals that you are pursuing, or that you believe God has called you to? If so, how did you come to that conclusion?
- 3.) What strengths and skills do you have that you see as your biggest vocational assets? In what ways might God use those skills for His glory?
- 4.) Scenario: You have to make a choice on two job offers: 1. The dream job you desire, but with one drawback: It requires a move halfway across the country where you know there is no church within 100 miles, or 2. Taking a job that you view as a dead-end but it allows you to maintain your present home and church involvement. What factors will go into your decision? What would the *way of wisdom* teach? Are there moral absolutes to consider?
- 5.) Scenario: In your current job you have a tyrant for a boss. This individual is pushing you to behavior unbecoming to a Christian. You've gone to your department manager and to human resources, but they say there's nothing they can do. As a Christian, what are your options?
- 6.) Scenario: You work in a department that has access to costly electrical equipment. Your division vice president (whom you personally know) comes to you and asks you to take \$2,000 worth of equipment to his house. What do you do? What information might you need before deciding?
- 7.) Scenario: As a member of a "unionized" Information Services company, you are the newest LAN Technician in the crew. On Monday morning the union rep informs you that because of labor issues, the whole crew is going to go on an illegal strike and call in with the "blue flu" on Tuesday. If you ignore the strike and come in, you will create a strain in your working relationships (i.e. be called a scab), and if you call in you have to lie about being sick and take part in an illegal strike. What do you do? What does the way of wisdom dictate?
- 8.) In what ways has God sovereignly led you in your current career path?

## A True Parable

During World War II, those Jews who were not immediately exterminated by Hitler's brutal henchmen were herded into disease-infested concentration camps. In Hungary the Nazis set up a camp factory where prisoners were forced to distill tons of human waste and garbage into alcohol to be used as a fuel additive. Perhaps even worse than being forced to labor amid the nauseating odor of stewing sludge was the prisoners' realization that their work was helping to fuel the Fuhrer's war machine. Yet month after month the laborers survived on meager food and disgusting work.

In 1944, Allied aircraft began bold air strikes deep into Europe. One night this area of Hungary was bombed, and the hated factory destroyed. The next morning the guards ordered the prisoners to one end of the charred remains where they were commanded to shovel the debris into carts and drag it to the other end of the compound.

They're going to make us rebuild this wretched place, the prisoners thought as they bent to their labor. The next day they were ordered to move the huge pile of debris again, back to the other end of the compound. Stupid swine, the prisoners murmured to themselves. They made a mistake and now we have to undo everything we did yesterday. But it was no mistake.

Day after day the prisoners hauled the same mountain of rubble back and forth from one end of the camp to the other. After several weeks of this meaningless drudgery, one old man began sobbing uncontrollably and was led away by the guards. Another screamed until his captors beat him into silence. Then a young man who had survived three years of the vile labor that supported the oppressors' cause darted away from the group and raced toward the electrified fence. "Halt!" the guards shouted. But it was too late. There was a blinding flash, a terrible sizzling noise, and the smell of smoldering flesh.

The futile labor continued, and in the days that followed dozens of prisoners went mad and ran from their work, only to be shot by the guards or electrocuted by the fence. Their captors didn't care, of course. Indeed the commandant of the camp had ordered this monstrous activity as "an experiment in mental health" to see what would happen when people were given meaningless work. After seeing the results, he smugly remarked that at this rate there would be "no more need to use the crematoria."

If you want to utterly crush a man, said the great Russian novelist Fyodor Dostoevsky, who himself spent ten years in prison, wrote: "If he had to move a heap of earth from one place to another and back again – I believe the convict would hang himself . . . preferring rather to die than endure. . . such humiliation, shame and torture."

Deprived of meaningful work, men and women lose their reason for existence; they go stark, raving mad.

Colson, Charles and Jack Eckert: *Why America Doesn't Work*. Baker Books.

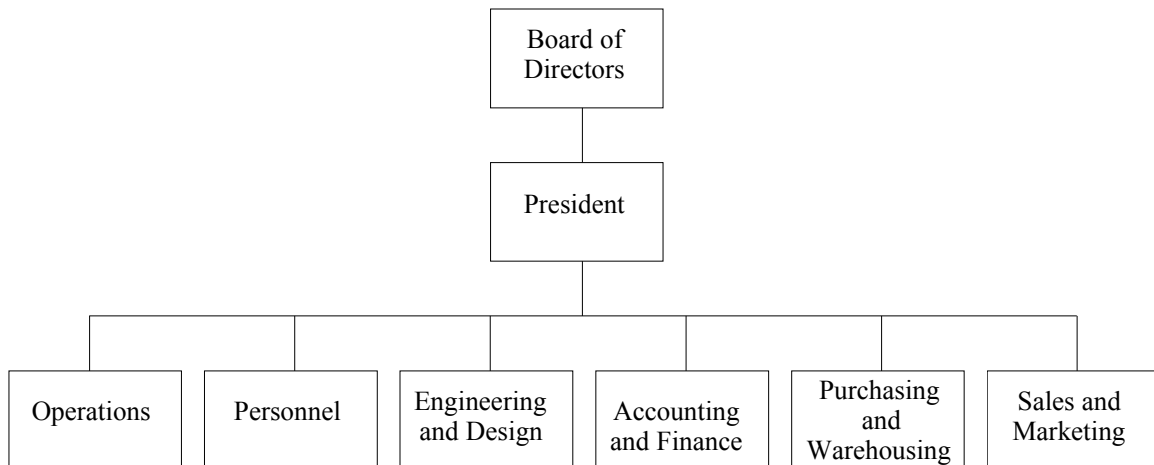
## **An Organism and an Organization Worksheet**

1. What are the qualities that constitute a living organism?
2. What biblical texts refer to the Church as an organism?
3. What titles do the New Testament writers give the Church that refers to it as an organism?
4. What are the qualities that constitute an organizational structure?
5. What biblical texts speak to the Church as an organization?
6. Why does the author (R. B. Kuiper) feel that the Church is both?
7. What do an organization and the Church have in common?
8. Why does the New Testament reveal two types of organizational metaphors?  
(A Body – I Cor. 12-14 AND A Flock with a Shepherd – I Peter 5:1-4, Acts 20:28).
9. Does the Church need a hierarchical leadership? Or a functional body? Or both?

## Power Personalities – In Class Activity Background and Instruction Sheet

### Background

The National Electronics Company is the third largest producer of electronic components, calculators, watches, and television video games in the United States. This industry is “labor intensive,” that is, many persons are involved in assembling the products. NEC has approximately 23,000 employees and is organized as follows:



Almost all hourly employees at NEC are members of one union. Company sales last year totaled \$300 million.

NEC corporate headquarters currently consists of several floors of a luxurious office building in midtown Manhattan. Manufacturing operations are located on Long Island and consist of several small, outdated plants.

The company is currently experiencing strong competition from foreign firms that have been able to hold their operating expenses down by employing cheap, nonunion labor. Further, there is a need for additional modernized manufacturing space in the next couple of years to accommodate new product lines and increased production of current products.

For several months a special task force commissioned by the chairman of the board and chaired by the manager of operations has been working to develop a proposal to meet the competition as well as future space requirements. Their proposal calls for relocation of the entire firm, its manufacturing and corporate divisions, to an industrial park area in a Southeastern state. In this proposed location, manufacturing space can be doubled for the same cost as the current space, and there is an abundance of unskilled labor.

The president of NEC has called a meeting of the top management team to decide whether or not the firm should relocate as proposed by the task force. A decision by the end of the meeting is necessary so that the president can present the management recommendations to the board the following morning. Because of special arrangements with respect to purchase of the land, the firm must move as a whole or not at all.

#### Instructions

1. You and the other members of the management team are to present and discuss your positions regarding the relocation outlined above and, by the end of the meeting, are to accept or reject the task force's proposal. The management team is composed of:
  - President
  - Manager of Operations
  - Manager of Personnel
  - Manager of Engineering and Design
  - Manager of Accounting and Finance
  - Manager of Purchasing and Warehousing
  - Manager of Sales and Marketing

Each Power Personality Role Description sheet outlines an initial position or opinion as to the advisability of the move: for, against, neutral. This is only a suggested position. You should feel free to switch sides and/or be influenced by the arguments of the other players within the limits of your role. Any members without roles to play will act as observers.

2. Throughout the role-play, you are to assume and display the power-personality characteristics outlined in your role description. Level of commitment to the goals of the firm, as opposed to personal goals, will be left up to the individual role players.
3. A secret ballot vote will be taken by the president at the end of the meeting, and the results will be announced. The relocation decision will be determined by majority rule.
4. At the conclusion of the activity, you will be asked to complete a questionnaire based on your experience in the role-play.

## Power Personalities – In Class Activity Questionnaire Sheet

### Instructions

On the following Power Scale, circle the number that best represents your perception of the power that each of the company officers had in this meeting – including yourself. At the side of each scale, indicate the basis of each officer’s power that is:

- Expert (E)
- Legitimate (L)
- Coercive (C)
- Reward (R)
- Referent (REF)
- Information (I)
- None (N)

|   | Power Scale  | Power Base |
|---|--|------------|
| President                                 | 1 2 3 4 5 6 7 8 9 10<br>No Power-----Very Powerful |            |
| Manager of<br>Operations                  | 1 2 3 4 5 6 7 8 9 10<br>No Power-----Very Powerful |            |
| Manager of<br>Personnel                   | 1 2 3 4 5 6 7 8 9 10<br>No Power-----Very Powerful |            |
| Manager of<br>Engineering<br>& Design     | 1 2 3 4 5 6 7 8 9 10<br>No Power-----Very Powerful |            |
| Manager of<br>Accounting &<br>Finance     | 1 2 3 4 5 6 7 8 9 10<br>No Power-----Very Powerful |            |
| Manager of<br>Purchasing &<br>Warehousing | 1 2 3 4 5 6 7 8 9 10<br>No Power-----Very Powerful |            |
| Manager of Sales<br>& Marketing           | 1 2 3 4 5 6 7 8 9 10<br>No Power-----Very Powerful |            |

On a separate piece of paper, draw an organizational chart for the National Electronics Company. Show where the real power and influence lies by varying the size of the boxes on the chart and drawing lines between them to depict the informal channels of power or powerful subgroups. You may refer to the Power Personalities Background and Instruction sheet as you perform this task.