

Research on the Construction and Innovation of the Four-Dimensional Teaching Model for the Course “Organizational Behavior” in Sports Universities

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Abstract: Based on the ADDIE model, this paper systematically analyzes the pain points in the teaching of the course “Organizational Behavior” in sports universities, and actively constructs a four-dimensional teaching model. Starting from the four dimensions of teaching objectives, teaching methods, teaching content, and teaching resources, it summarizes and proposes practical teaching strategies, aiming to provide new ideas for the teaching reform of “Organizational Behavior” in sports universities and comprehensively improve the course teaching quality and talent cultivation level.

Keywords: Sports universities; “Organizational Behavior” course; Teaching model; Construction and innovation

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1. Introduction

“Organizational Behavior” aims to explore the behavioral laws of interaction between individuals and organizations from three dimensions: individual behavior, group behavior, and organizational behavior, which is conducive to comprehensively improving managers’ ability to predict, guide, and control human behavior. Traditional course teaching methods are mainly the lecture method, the discussion method, and the intuitive demonstration method. In the entire teaching process, teachers always occupy a dominant position, while students passively accept knowledge. Such traditional teaching models not only make it difficult to fully arouse students’ initiative and enthusiasm for learning, but also may have an adverse impact on the collaborative development of teaching and learning. Therefore, as an interdisciplinary course, the teaching of “Organizational Behavior” should focus on the close integration of theory and practice, and in particular, use a variety of innovative teaching methods to guide students to personally participate in the process of knowledge

formation, fully activate classroom vitality, and comprehensively improve the teaching quality of “Organizational Behavior”^[1].

2. Basic characteristics of the teaching of organizational behavior in sports colleges and universities

2.1. Highlighting the direction of ideological and value guidance

Fostering virtue through education is an important direction for the reform and development of sports colleges and universities, which requires that the teaching of Organizational Behavior should also implement the fundamental task of fostering virtue through education. Only in this way can more outstanding talents with both ability and integrity be cultivated. Organizational Behavior covers a wide range of research areas. In addition to an in-depth exploration of the overall operation mode, development strategy, and behavioral laws of enterprise organizations, it also focuses on the study of employees’ behavioral performance, language expression, ideological dynamics, and their standardized guidance within enterprises. The course involves a variety of knowledge systems, such as the complete process of team management, incentive theories and their application in practice, and the relationship between individuals and organizations^[2]. For this reason, in addition to imparting professional knowledge and skills to students, the teaching of Organizational Behavior should also focus on guiding students to establish correct outlooks on life, values, and the world, thereby helping them grow into high-quality and enterprising professional talents in organizational management.

2.2. Strengthening practical application teaching links

The course Organizational Behavior has obvious practical characteristics. Therefore, teachers should attach great importance to the close combination of theoretical knowledge and actual work scenarios in the actual teaching process, and flexibly use diversified teaching methods to guide students to apply theories to practice in a timely manner, such as case analysis, team cooperation, and scenario simulation, so as to comprehensively improve students’ practical and problem-solving ability. Taking scenario simulation as an example, when teaching the content related to “organizational crisis management and external communication”, teachers can create a vivid and realistic teaching scenario: “Suppose you are a business person of a company, and the company asks you to drive a truck full of expired bread to dump it in a remote suburb. However, on the way, you meet a group of hungry refugees and a group of journalists who heard the news. If you want to help the refugees, what will you do?” In class, teachers can let students simulate the scenario in groups and provide solutions, so that students can personally experience the complexity of crisis management, improve their ability to apply knowledge, and help them accumulate rich practical experience^[3].

3. Pain points in the teaching of organizational behavior in sports colleges and universities

3.1. Teaching objectives: Vague positioning (Analysis)

As an important carrier for cultivating high-quality talents, university courses bear the responsibility of shaping students’ correct values and enhancing their sense of social responsibility. Against the backdrop of the in-depth advancement of the “curriculum-based ideological and political education” concept, more and more courses in universities are gradually exploring the flexible and effective integration of ideological and political elements

into various links of teaching. However, for the course Organizational Behavior, the effect of its curriculum-based ideological and political construction is not ideal, with problems such as “valuing skills over quality.” Throughout the learning process, students find it difficult to deeply understand the close connection between organizational behavior and social responsibility. To solidly advance the curriculum-based ideological and political construction of Organizational Behavior, teachers should deeply explore the ideological and political elements hidden in the course and skillfully integrate them into various links such as the formulation of teaching objectives, the design of teaching content, and the optimization of teaching evaluation, thereby truly realizing the synchronous resonance and coordinated development of knowledge imparting and value guidance ^[4-5].

3.2. Teaching methods: Traditional and single (Design)

The current teaching methods of Organizational Behavior are traditional and single, mainly featuring “teachers actively lecturing + students passively learning.” Under the traditional teaching mode, students cannot obtain sufficient practical opportunities, which is not conducive to mobilizing and exerting their subjective initiative in learning. In the new era, modern teaching methods based on constructivist learning theory are emerging in an endless stream, such as case analysis, group discussion, and project-driven learning. However, traditional teaching methods are not only unfavorable for fully stimulating students’ learning interest but also have obvious deficiencies in cultivating critical thinking ^[6]. In addition, the traditional teaching evaluation system focuses on examining students’ mastery of knowledge, rather than evaluating the development of their problem-solving ability, innovative thinking ability, and hands-on operation ability. To a certain extent, this may also restrict the improvement of students’ comprehensive abilities.

3.3. Teaching content: Disconnection between theory and practice (Development)

In most cases, teachers devote more energy and time to instilling theoretical knowledge, but fail to guide students to apply theories to practice in a timely manner. More importantly, they neglect students’ personalized development. In the long run, it will be difficult to cultivate applied talents who can effectively cope with complex organizational environments. Take a simple example: students of different majors learn different knowledge of organizational behavior and will face vastly different application scenarios in the future. If the same teaching content is blindly instilled into students without attaching importance to personalized design, it may not meet the needs of their future career development and may also be detrimental to their subsequent academic research ^[7]. This requires teachers to attach importance to the seamless connection between theory and practice, and at the same time, design course content in a personalized way to meet students’ diverse and personalized career development needs in the future.

3.4. Teaching resources: Inadequate allocation (Implementation and Evaluation)

On the one hand, some teachers in universities have an incomplete grasp of cutting-edge theories in the field of organizational behavior and lack rich practical experience, which makes it difficult for them to give full play to their role in professionally guiding students. On the other hand, some universities have not built a rich case database and lack professional practical equipment to support students’ practice, which may restrict the improvement of students’ practical ability. Moreover, some universities do not attach importance to the construction of online learning platforms, which fail to provide students with rich learning resources and are not conducive to interactive communication between students or between teachers and students, thereby restricting

the cultivation and improvement of students' autonomous learning ability and teamwork ability.

4. Construction and implementation of the four-dimensional teaching model for organizational behavior in sports universities

4.1. Anchoring ideological and political education goals, deepening the integration of ideological and political elements (Analysis)

To advance the construction and implementation of ideological and political education in the Organizational Behavior course with high quality, the primary task of teachers is to comprehensively sort out the course content and deeply explore the ideological and political elements hidden behind the teaching materials. For example, the module "Individual Psychology and Behavior" can be refined into the ideological and political theme of "Patriotism and Values Cultivation"; "Organizational Culture" can be linked to "Critical Thinking, Innovation and the Spirit of the Times." On this basis, teachers can build a systematic and comprehensive ideological and political element system and a supporting resource database to provide solid material support and guarantee for ideological and political education in the course^[8-9]. In specific teaching practice, teachers can flexibly use the precious five minutes before class to encourage students to share short ideological and political stories, or guide students to freely express their thoughts and viewpoints through experience exchange meetings, so as to deepen their understanding and recognition of ideological and political concepts. In addition, teachers can establish close communication with ideological and political theory teachers, and jointly explore methods to integrate ideological and political elements into Organizational Behavior teaching through collective lesson preparation or case discussions, so as to achieve a multiplier effect in education. Furthermore, teachers can integrate corporate social responsibility cases and ideological and political stories about teamwork into the teaching content, and use case analysis, group discussion, project-driven methods to guide students to deeply reflect on the ideological and political connotations such as social responsibility and correct values while learning theoretical knowledge, ultimately giving full play to the educational function of the Organizational Behavior course^[10].

4.2. Applying the "3C-L" teaching model and building a diversified evaluation system (Design)

The "3C-L" teaching model specifically refers to Create Context, Collaborative Inquiry, Construct Knowledge, and Learning from Reflection. These four teaching links should be seamlessly connected to form a complete teaching closed loop^[11]. In addition to creating real scenarios based on actual corporate projects and organizational conflict simulations, teachers should also encourage students to divide labor and cooperate, conduct in-depth exploration of problems, and find solutions through group inquiry. Students, on the other hand, should give full play to their subjective initiative, actively participate in project practice, and timely reflect on their strengths and weaknesses to deepen their understanding and cognition of knowledge. Moreover, teachers should build a diversified evaluation system to comprehensively assess students' learning and practice effects by enriching evaluation indicators and innovating evaluation methods. For instance, teachers can track students' in-class and after-class learning and practice in real time from the perspectives of classroom performance, group projects, online learning, and reflection reports to ensure the comprehensiveness of evaluation^[12-13]. It is worth noting that teachers should effectively break through the limitation of single question types in final exams, and instead comprehensively evaluate students' ability to understand, master, and apply knowledge through well-designed diversified question types such as case analysis, scenario simulation, and project presentation, so as to

provide strong support for their all-round development.

4.3. Building a course content framework of “Individual—Group—Organization—Expansion” (Development)

First, by combining fundamental psychology to conduct in-depth analysis of the impact of individual behavioral motivations and personality traits on work performance, it helps students trace the psychological motivations behind individual behaviors; second, it adds more practical content such as team formation processes, collaboration mechanisms, and conflict resolution strategies to guide students to solidly grasp effective methods for improving team management quality; third, it effectively breaks through teaching difficulties, conducts systematic explanations and key analyses on critical content such as organizational structure design, cultural shaping, and change promotion, thereby enhancing students' ability to steer organizational development; fourth, it incorporates cutting-edge teaching content, such as cross-cultural organizational management and new organizational forms in the digital age, to ensure that the course content keeps pace with the times and continuously expands the breadth and depth of the classroom ^[14].

4.4. Empowering with information technology and optimizing the allocation of teaching resources (Implementation and Evaluation)

Relying on advanced information technology, build an online learning platform for Organizational Behavior to provide students with rich learning resources, such as e-textbooks, teaching videos, and simulation software, helping them plan personalized learning paths. Teachers can carry out a variety of activities through the online learning platform, such as Q&A interactions, group discussions, and knowledge competitions, creating favorable conditions for the seamless connection between offline and online teaching, and enhancing the interactivity and effectiveness of the classroom ^[15]. In addition, teachers can actively create an ideological and political case resource database for the Organizational Behavior course, and promote ideological and political education in modules to consolidate the online education position for ideological and political education in courses.

5. Conclusion

In summary, as a compulsory course for students majoring in business administration, psychology, and public affairs management in sports universities, Organizational Behavior is of great significance for talent cultivation. However, the overall teaching effect of Organizational Behavior in current sports universities is not satisfactory, with a series of problems such as vague teaching goals, traditional and single teaching methods, disconnection between theory and practice in teaching content, and insufficient allocation of teaching resources. These problems may restrict the improvement of course teaching quality and have an obvious negative impact on talent cultivation. To solve these problems, the author has constructed a four-dimensional teaching model and proposed feasible paths from four dimensions: teaching goals, teaching methods, teaching content, and teaching resources, in order to achieve satisfactory teaching effects.

Disclosure statement

The author declares no conflict of interest.

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