



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

HR 5323-491: Organizational Behavior in Human Relations

Course Description:

Organizational behavior (OB) represents the behavioral approach to management. OB is concerned with human behavior at work and how various structures and work processes influence such behavior. This course will address a number of important organizational issues and processes, including organizational culture, group behavior and teamwork, and leadership.

What that really means:

Your success as a managerial leader depends on your ability to generate energy and commitment among people within your organization, and to channel that energy and commitment toward organizational goals. Doing so requires a thorough understanding of the root causes of human attitudes and behavior, as well as how leadership and the surrounding organizational and global context influence attitudes and behaviors.

This course covers concepts of leadership, motivation, group dynamics, personality, organizational development strategies, and other behavioral aspects involved in the effective management of an organization through readings, lecture, video, discussion, and case analyses. The emphasis is on building a sound grasp of leadership practice, and on developing the ability to apply such knowledge to actual business problems.

Course Dates:

September 1 – December 31, 2019

Last day to enroll or drop without penalty: August 3, 2019

Site Director:

This is a three-credit hour online course. Please see your local Site Director or email our online site coordinator at aponline@ou.edu

Professor Contact Information:

Course Professor: Jody Worley, Ph. D.

Mailing Address: University of Oklahoma
4502 E. 41st Street, 1J24
Tulsa, OK, 74035

Telephone Number: (918) 660-3486

E-mail Address: jworley@ou.edu

Professor availability: The professor will be available via email to students during the above listed Virtual Office Hours and other methods by arrangement.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more

information or questions about textbooks, feel free to contact apsyllabi@ou.edu. Text prices are available online

1. Scandura, T. A. . (2019). *Essentials of Organizational Behavior: An Evidence-Based Approach* (2nd ed.). Thousand Oaks, CA: Sage. (paperback or e-book). Paperback ISBN: 978150638846
2. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu> , enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

OU Email:

All official correspondence from instructors will be sent only to students' ou.edu address.

Online Orientation:

The College of Arts and Sciences offers an online orientation for students who are enrolled in online or blended courses. The purpose of the orientation is to ensure that students are well prepared both technically and practically to take online courses. The orientation can be found on their website at:

<http://www.ou.edu/content/cas/online/student-online-orientation.html>

The College of Arts and Sciences Online and Academic Technology Services office is here to assist you with any questions, problems, or concerns you may have. For assistance visit their website at

<http://www.ou.edu/content/cas/online/student-information.html> or contact them by telephone at: (405) 325-5854 or email: casonline@ou.edu

Course Objectives:

1. To use critical thinking to develop effective diagnostic and problem solving skills.
2. To produce professionally written case reports illustrating the types of individual, interpersonal, group and inter-group issues which occur in complex organizational settings.
3. To refine professional presentation skills.
4. To function effectively in a team context to deliver a written report and a group presentation.
5. To articulate your own behavioral styles and how they affect other individuals in the workplace.
6. To use appropriate analytical models, techniques, and frameworks to identify problem issues and solutions in organizational and international contexts.

Assignments, Grading, and Due Dates:

Quizzes:

Periodically throughout the semester, seven (7) short quizzes will be completed to ensure that students are keeping up with assigned reading material. The best six of seven quiz grades will be recorded. No make-up quizzes will be allowed, except in cases warranted by extraordinary circumstances and supported with documented evidence. Students who do not submit a quiz by the due date will receive zero points. If more than one quiz is missing at the end of the semester, only one of those will be used as the dropped score. Quizzes are designed to assess course learning objectives one and six. The quizzes will be administered through the quiz application on the course website.

Case notes:

Five cases are assigned throughout the semester. It is important that you read and think about each case to facilitate your understanding of the material. Accordingly, case notes will be collected. Answer the discussion questions at the end of the case, but add additional issues you think are pertinent. These notes should be approximately 300-500 words. These assignments are designed to help you to keep up with the reading and to encourage you to practice applying the concepts. Case notes are to be done individually and are allocated up to 20 points each. Late case notes are not accepted, and **should not** be emailed to me. Submit case notes to the designated Dropbox Folder. Case notes are designed to assess course learning objectives one, two, three, and six.

Online Discussions/Participation points:

To receive the 50 points allocated to this category, you will need to be present/active in all discussions. These points are not allocated for simply posting a comment. Full participation means that you post an original response to the discussion question and reply to the comments that are posted by *at least two* other students in the class. Engagement in discussion (virtual conversation) is required. No points will be for postings after the due dates. Missing an online discussion is like missing class in a traditional classroom setting. Once the discussion has ended, you might “show up” at the site, but for all practical purposes the conversation will have ended.

Grading:

This is a letter-graded course: A, B, C, D, or F.

The grades for this specific class will be determined based upon:

Assignment	Point Value	Total Assignment Points
Comprehension Quizzes	Best 6/7, 25 points each	150
Case Notes	5 at 20 points each	100
Online Discussions	5 discussions; points vary by topic	100
Total	NA	350

Final Grades will be assigned based upon the percentage of total points earned relative to total points possible in the course. The standard convention for assigning letter grades for the course will be followed:

- A 90% - 100% of total points possible (314 or more points)
- B 80% - 89% (between 279 and 314 points)
- C < 80% (less than 279 points)

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

Policy for Late Work:

Please contact the professor regarding his/her policy for late work

Attendance Policy:

In addition to interaction via Canvas and email contact, students are required to contact the instructor via email or telephone **before** the beginning of the course term for an initial briefing. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required.

Student assignments and student/instructor communications will be conducted via Canvas, although students may contact the instructor via telephone, postal mail, email, or fax as needed

Incomplete Grade Policy:

A grade of “I” is not automatically assigned, but rather must be requested by the student by submitting to the instructor a “Petition for and Work to Remove an Incompleted Grade” form. An “I” can never be used in lieu of an “F” nor can an “I” be assigned because of excessive failure to participate in class activities.

Technical Support Information:

If you experience technical problems, contact Information Technology by visiting their website at: <http://webapps.ou.edu/it/> or contacting them by telephone at: (405) 325-HELP (4357).

Tentative Course Outline

WEEK	TOPIC	ASSIGNMENTS
1	♦ What is Organizational Behavior?	♦ Chapter 1 and Appendix, Research Designs ♦ Toolkit: Assessing your experiential evidence ♦ Video: Susan Etlinger – What do we do with all this big data?
2	♦ Personality and Person-Environment Fit	♦ Chapter 2 and 6 ♦ Article/ Discussion : Managerial Leadership Homberg & Tyrstrup (2010). Well then – what now? ♦ Toolkit: Big 5 personality test (self-assessment 2.1, p. 44-45) ♦ Case 1: Which boss would you rather work for?
3	♦ The Individual: Individual Differences ♦ Leadership	♦ Chapter 3 and 6 ♦ Article/ Discussion : Emotional intelligence & leadership Fredrickson (2000); Weinberger (2009). ♦ Toolkit: Applying the Full-Range Model (p.153-154) QUIZ 1 – Go to the Canvas course content page
4	♦ The Individual: Attitudes and Job Satisfaction	♦ Chapter 4 ♦ Case 2: A Crisis in Nursing (ch. 4, pp. 90-91) ♦ Video: Doug Kirkpatrick – Beyond Empowerment
5	♦ The Individual: Perception and Decision Making	♦ Chapters 5 ♦ Toolkit: Employability assessment ♦ Toolkit: How would you rate your creativity? QUIZ 2 – Go to the Canvas course page
6	♦ Motivating Employees: Motivation: Core Concepts, Learning and Rewards	♦ Chapters 8 and 9 ♦ Article/ Discussion : Aguinis (2013) monetary rewards ♦ Article/ Discussion : Tims et al. (2015). Job crafting... ♦ Case 3: Building motivation (ch. 8, pp. 207-208)
7	♦ Group Process and Teams	♦ Case 4: Pay equity at Goodyear Tire and Rubber QUIZ 3 – Go to the Canvas course page ♦ Chapter 10 ♦ Toolkit: The Team Charter (p. 248-250)
8	♦ Work Groups and Teams (continued)	♦ Video: Performance management ♦ Article/ Discussion : Team training and team effectiveness <i>Articles posted on Canvas</i>
9	♦ Building Relationships: Managing Conflict and Negotiation	♦ Chapter 11 ♦ Toolkit: Salary Negotiation
10	Canvas Quiz	QUIZ 4 – Go to the Canvas course page (Due: March 26)
11	♦ Building Relationships: Organizational Communication	♦ Chapter 12 ♦ Video: Body language shapes who you are QUIZ 5 – Go to the Canvas course page ♦ Case 5: What message is Yahoo really relaying?
12	♦ Building Relationships: Cross-Cultural Differences and Adjustments	♦ Chapter 13 ♦ Toolkit: What is your cultural intelligence?
13	♦ Creating Change Stress in the Context of Organizational Change	QUIZ 6 – Go to the Canvas course page ♦ Chapter 15 ♦ Toolkit: Perceived stress scale

WEEK	TOPIC	ASSIGNMENTS
14	♦ Creating Change	♦ Chapters 14 and 15
15	♦ Organizational Culture	♦ Toolkit: Comparing Organizational Cultures: VIDEO and Amazon
16	♦ Leading Change	<u>QUIZ 7</u> – Go to the Canvas course page

This topic outline may be modified. The professor will notify students *via Canvas* of any changes.

POLICIES AND NOTICES

Attendance/Grade Policy

Note: Attendance/absences do not apply to online courses. However, participation in all course activities is extremely important to student success in online courses.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Jody Worley, Ph.D.

Education

2006 Ph.D., Educational Psychology-Research Methods and Evaluation Oklahoma State University, Stillwater, OK

Current Positions

- Associate Professor, University of Oklahoma, Human Relations Department
- Advanced Programs Professor since 2007

Frequently Taught Advanced Programs Courses

- HR5023 Research in Human Relations
- HR5323 Organizational Behavior
- HR5053 Diversity and Justice in Organizations
- HR5343 Conflict Resolution

Representative Publications and Presentations

- **Worley, J. A.,** Gutierrez, K. (In Press). Hope for the (new) iDeal worker: Resolving the flexibility-availability paradox. In Mireia las hera, Nuria Chinchilla, Marc Grau-Grau (Eds.), *The new ideal worker: Organizations between work-life balance, women and leadership*. New York: Springer. Submitted March 2018.
- Gutierrez, K., & **Worley, J. A.** (In Press). Is there an ideal worker in academia? What does the new ‘new’ normal of faculty work-life look like? A review of the literature and implications for practice and policy.” In Mireia Las Hera, Nuria Chinchilla, Marc Grau-Grau (Eds.), *The new ideal worker: Organizations between work-life balance, women and leadership*. New York: Springer. Submitted March 2018.
- **Worley, J. A.** (In Press). The role of empathy in the professional workplace. In Joan Marques (ed.). *Routledge Companion to Management and Workplace Spirituality*.
- **Worley, J. A.** (2019). Locus of hope. In V. Zeigler-Hill & Shackelfor, T. K., (eds.), *Encyclopedia of Personality and Individual Differences*. Switzerland: Springer. https://doi.org/10.1007/978-3-319-28099-8_2322-1
- AbuJbara, N. K., **Worley, J. A.** (2019). Performance measurement indicators in the healthcare industry: A systematic review. *Global Business and Economics Review*, 21(1), 43-68.
- AbuJbara, N. K., **Worley, J. A.** (2018). Leading toward new horizons with soft skills. *On the Horizon: Special Issue on Leadership*, 26(3), 247-259. Doi: 10.1108/OTH-10-2017-0085. <https://doi.org/10.1108/OTH-10-2017-0085>
- **Worley, J. A.** (2018). Visionary leadership in a team-oriented context. In Joan Marques & Satinder Dhiman (Eds.). *Engaged Leadership: Transforming through Future Oriented Design Thinking*. New York: Springer.
- **Worley, J. A.** & Lloyd-Jones (2018). Generational diversity in the workplace. *Diversity in the workplace: Current issues*. In Byrd, M. and C. Scott (Eds.). *Diversity in the workforce: Current issues and emerging trends*, (2nd ed.). New York: Routledge.

See: <http://www.ou.edu/cas/humanrelations/our-people/faculty/jody-worley>