



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

HR 5323-101: Organizational Behavior in Human Relations

Course Description:

The course is designed to survey organizational principles and approaches. Many topics will be discussed including ethics, motivation, decision making, leadership, performance, teams, power and politics, conflict, and organizational culture. Emphasis will be placed on small group discussions and class exercises.

Class Dates, Location and Hours:

Dates: March 18 – 24, 2019

Location: Army Education Center, building 9230, 8150 Marne Road, Fort Benning, Georgia.

Hours: Monday - Friday 6:00 p.m.-9:30 p.m.; Saturday 8:00 a.m.-4:30 p.m.; Sunday 8:00 a.m.-12:00 p.m.

Last day to enroll or drop without penalty: February 17, 2019

Site Director:

Email: apftbenning@ou.edu. Phone: (706) 780-1183.

Professor Contact Information:

Course Professor: Jorge L. Mendoza, Ph.D.

Mailing Address: Psychology Department
University of Oklahoma
Norman, OK 73019

Telephone Number: (405) 325-4511

Email Address: jmendoza@ou.edu

Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

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. Hartley, R.F. (2010). *Management mistakes and successes* (10th ed.). New York: John Wiley. ISBN 9780470530528.
2. Schermerhorn, J.R., Osborn, R.N., & Hunt, J.G. (2003). *Core concepts of organizational behavior* (3rd ed.). New York: John Wiley. ISBN 9780471391821.

3. 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.

Recommended Textbooks:

For additional information if desired (Not provided by Extended Campus)

1. Steers, Porter, and Bigley. *Motivation and leadership at work* (6th ed.). McGraw-Hill.
2. Robbins. *Organizational behavior* (7th ed.). Prentice-Hall.
3. Phillips. *Lincoln on leadership: Executive strategies for tough times*. Warner Books.

Course Objectives:

The student will be able to:

1. examine the many approaches and theories dealing with organizational behavior;
2. critically examine some existing models dealing with motivation at work;
3. discuss general issues dealing with an effective organization, including leadership and organizational culture;
4. examine behavior at the individual, group, and organizational levels, including the concept of teams; and
5. discuss productivity problems in industry including total quality management and the basic notions behind the learning organization.

Course Format:

A combination of lectures, group discussions, case studies, and presentations.

Assignments, Grading and Due Dates:

Readings and Class Participation:

Before the first class meeting, the student is expected to have read all of the assigned readings. This is the only way that we can ensure informed discussions in class. I expect students to actively participate in class exercise and discussions.

1. Read the textbooks before class begins.
2. Actively participate in any exercise or class discussion. Many of these class exercises will involve presentations. Each of the presentations should be 20-30 minutes long.
3. Bring the case study on the first day of class - statement of the problem without the solution.
4. The solution to the case study is due one week after the last day of class - the solution should be based on the assigned readings and class discussions.
5. Take the final exam.
6. All assignments should be deposit in the Canvas dropbox a week after the last day of class.

Case Study:

Each class member is expected to develop one case study (two to three pages, single-spaced) involving a problem or situation (at work if possible) created by a change in the organization, or a situation that could benefit from certain organizational intervention. Avoid cases in which the solution simply involves firing one individual. As you write your case study think about the root causes of the problem and try to identify whether the organizational system is involved in the problem. **Due first day of class:** Bring the first the case study (without the solution) to class or upload it to the Canvas dropbox. Just state the problem (issues) and its causes; do not worry about a solution at this point. This case study must be prepared before class.

Post Seminar Assignment:

At the end of the class, you will write up a solution for the problem identified in the case study. Your solution should be based on the principles learned. It should not be longer than three single-spaced pages and should be submitted using the dropbox on Canvas **one week after the last day of class.**

Exam:

An exam will determine the grade at the end of the course, class participation and discussion, and case study with solution. The final exam will be based on the readings and the class lectures. The exam will be take-home and should be submitted using the dropbox on Canvas **one week after the last day of class.**

Grading:

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

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.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

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. Advanced Programs does not provide duplicating services or office supplies.

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

Jorge L. Mendoza, Ph.D.

Education

- 1970 BS in Psychology, University of Illinois
- 1970-1974 MS and Ph.D. in Psychology, University of Oklahoma, Norman, Oklahoma

Current Positions

- Advanced Programs Professor since 1996
- Professor of Psychology and Director of the Industrial Psychology Program, University of Oklahoma

Frequently Taught Advanced Programs Courses

- HR 5323 Organizational Behavior in Human Relations
- HR 5033 Leadership in Organizations
- HR 5023 Research in Human Relations: Major Areas of Teaching and Research Interest

Representative Publications and Presentations

- Kelly, E., Davis, B., Nelson, J., and Mendoza, J. L. (2008) Leader emergence in an internet environment. *Computers in Human Behavior*, 24, 2372-2383.
- Fife, D. A., Mendoza, J.L., and Terry, R. (2012) The Assessment of Reliability Under Range Restriction: A Comparison of α , ω , and Test-retest Reliability for Dichotomous Data. *Educational and Psychological Measurement*, 72(5), 862-868
- Fife, D. A., Mendoza, J.L., and Terry, R. (2013) Revisiting Case IV: A reassessment of bias and standard errors of Case IV Under Range Restriction. *British Journal of Mathematical and Statistical Psychology*. 66, 521-542.
- Tidwell JW., Dougherty MR., Chrabaszcz JR, Thomas RP, Mendoza JL (E. pub 2013, Dec. 5, print in 2014); What counts as evidence for working memory training? Problems with correlated gains and dichotomization. *Psychonomic Bulletin and Review*, 21, 620-628
- Stauffer, J.M. & Mendoza, J.L. (2001). The proper sequence for correcting correlation coefficients for range restriction and unreliability. *Psychometrika*, 66, No. 1, 1-6.
- Mendoza, J.L. & Stafford, K.L. (2001). Confidence intervals, power calculations, and sample size estimation for the squared multiple correlation coefficient under the fixed and random regression models. *Applied Psychological Measurement*, 61, 650-667.
- Mendoza, J.L., Stafford, K.L., & Stauffer, J.M. (2000). Large-sample confidence intervals for the validity and reliability coefficients. *Psychological Methods*, 5, No. 3, 356-369.
- Carraher, S.M., Mendoza, J.L., Buckley, M.R., Schoenfeldt, L.F., & Carraher, C.E. (1998). Validation of an instrument to measure service-orientation. *Journal of Quality Management*, 2 (3), 211-224.
- Schoenfeldt, L.F., & Mendoza, J.L. (1994). "Developing and using factorially derived biographical scales." In G.S. Stokes, M.D. Mumford, & W.A. Owens. (Eds). *The Biodata Handbook: Theory, Research, and Applications*. Palo Alto, CA: Consulting Psychologists Press, Inc.
- Mendoza, J.L. (1993). "Fisher transformations of correlations corrected for selection and missing data." *Psychometrika*, 58, No. 4, 601-615.
- McBride, A.A., Mendoza, J.L., & Carraher, C.M. (1993). "The development of a biodata instrument to measure service-orientation." *Proceedings of the Midwest Division of the Academy of Management*. 36, 8-13.
- Schoenfeldt, L.F., & Mendoza, J.L. (1990). "The role of computer in the practice of industrial and organizational psychology." In Gutkin, T.B., & Wise, S. (Eds.). *The computer as adjunct in the decision-making process*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Representative Honors and Awards Received

- Chair, American Psychological Association, Division 5 Membership Committee (1994)
- President (1991) - Educational Statistician. (Special Interest Group of the American Educational Research Association)
- President - Southern Society for Multivariate Experimental Psychology, 1977-1978
- NIMH Grant Proposal Reviewer (Committee on violence and sexual assault) 1981-1985
- APA Committee on Psychological Tests and Assessment 1985-1987
- Proposal Reviewer NIH (Small Business Grants) 1987-1988
- NIH Special Reviewer (Behavioral Medicine Study Section) 1992

Major Areas of Teaching and Research

- Psychological Measurements and Statistics (Validation, Structural Equations, Biodata, Selection Procedures)
- Organizational Behavior (Motivation, Leadership, Service Orientation)