The University of Oklahoma
College of Continuing Education
Advanced Programs – Course Syllabus

Course Title:

Organizational Behavior in Human Relations

Course Number:

HR 5323-490

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:

> January 2-April 30, 2017
> Last day to enroll or drop without penalty: December 4, 2016

Site Director:

This is a three-credit hour online course. Please see your local Site Director or e-mail 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
Virtual Office Hours:	Please contact professor for this information
Professor availability:	The professor will be available via e-mail 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 Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at http://www.bkstr.com/oklahomastore/home is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an

Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Scandura, T. A. (2016). *Essentials of organizational behavior: An evidence-based approach*. Thousand Oaks, CA: Sage. ISBN 9781483345659. Open-access study tools and resources are available at http://edge.sagepub.com/scandura.

2. Materials posted on the OU Canvas learning management system: Access Canvas at https://oklahoma.instructure.com/, enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.

Recommended Text:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN 9781433805615.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

Course Website:

All students officially registered for the course can access the course website in Canvas. Your course web site includes a course syllabus, announcements, assignments, and other course resources.

OU E-Mail:

All official correspondence from distance learning 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

Learning 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. 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.

Project:

Guidelines for the project are presented on the course Content page. Project papers will be due at the end of the term. Students choose an organization to analyze. A 12-15 page project paper will be required to present an overview of the findings (~3600-4500 words). The project assignment is used to assess all six learning objectives for the course.

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
Project	100	100
Online Discussions	NA	50
Total	NA	400

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 (360 or more points)
   B   80% - 89% (between 320 and 359 points)
   C   < 80% (less than 320 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:

Late work will be penalized one letter grade.

Attendance Policy:

In addition to interaction via Canvas and E-mail contact, students are required to contact the instructor via E-mail 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, e-mail, 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).

Procedures for Completion of Course Evaluation:

Upon completion of the course students should go to the Advanced Programs Online Learning Information webpage and click on the applicable semester link under "Online Course Evaluation" which will direct them to the evaluation. The evaluation will take approximately five minutes to complete. Completion of the online evaluation is an important tool allowing Advanced Programs to gain information and student feedback for improvement of courses.

Your responses will be kept confidential. They will be reviewed by the department and only supplied to the professor once grades for the course have been submitted.

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 make 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/

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
- HR5113 Work/Life Integration

Representative Publications and Presentations

- Worley, J. A. (Invited/Accepted). Time bind. In Frederick Wherry (Ed.), *Encyclopedia of Economics and Society.* SAGE Publications. Scheduled for publication in 2015.
- Worley, J. A. (In Press). Yuppies, buppies, etc. In Linwood Cousins (Ed.), *Encyclopedia of Human Services and Diversity.* SAGE Publications. Scheduled for publication in October 2014.
- Lloyd-Jones, B. & Worley, J. A. (2014). Intergenerational tensions in the workplace. In Byrd, M. and C. Scott (eds.). *Workforce Diversity: Current and Emerging Issues and Case Studies,* New York: Routledge. http://www.routledgementalhealth.com/books/details/9780415859035/
- Worley, J. A., & Worley, L. E. (2014). Work family conflict, emotional exhaustion, and negative health consequences among non-profit executive directors. Paper accepted for presentation at the Work and Family Researchers Network Conference, June 19-21, 2014, New York, New York.
- Worley, J. A. (2013). Overwork. In Vicki Smith (Ed.), *Sociology of Work: An Encyclopedia.* SAGE Publications. http://www.sagepub.com/books/Book237017
- Worley, J. A. (2013). Entry level. In Vicki Smith (Ed.), *Sociology of Work: An Encyclopedia.* SAGE Publications. http://www.sagepub.com/books/Book237017
- Habashi, J. & Worley, J. A. (2013). Children's projected political preference: Transcending local politics. *Children's Geographies.* DOI:10.1080/14733285.2013.812306
- Wheeler, D. L., Vassar, M., Worley, J. A., & Barnes, L. B. (2011). A meta-analysis of coefficient alpha for the Maslach Burnout Inventory. *Educational and Psychological Measurement, 7,* 231-244.
- Johnson, C. V., Bartgis, J., Worley, J. A., Hellman, C. M., & Burkhart, R. (2010). Urban Indian Voices: A Community Based Participatory Research Project. *American Indian and Alaska Native Mental Health Research, 17(1)*, 49-70.
- Worley, J. A., Fuqua, D. R., & Hellman, C. M. (2009). The survey of perceived organizational support: Which measure should we use? *SA Journal of Industrial Psychology, 35*(1), 1-5.
- Habashi, J. & Worley, J. A. (2009). Child geopolitical agency: A mixed method case study. *Journal of Mixed Methods Research, 3*, 42-64.
- Vassar, M., Wheeler, D. L., & Worley, J. A. (2009). Score reliability in personality research. In L. B. Palcroft and M. V. Lopez (Eds.), *Personality assessment: New research.* New York: Nova Science Publishers. ISBN: 978-1-60692-796-0
- Ward, L. E., Worley, J. A., & Hellman, C. M. (2009). A diversity-focused approach to work-family conflict and burnout among Hispanic-American male workers. *Shiftwork International Newsletter, 25*(2), 164.
- Worley, J. A., Vassar, M., Wheeler, D. L., & Barnes, L. L. (2008). The factor structure of the Maslach Burnout Inventory: A review of 44 exploratory and confirmatory factor analytic studies. *Educational and Psychological Measurement, 68,* 797-823.

- Worley, J. A. (2008). Tulsa County Child Protection Coalition: System evaluation. Center for Applied Research in Non-Profit Organizations, Technical Report No: ARC-001-03-09.
- Worley, J. A., Walker, M., & Villalobos, L. (2008). Team effectiveness: A job demands and resources model. Center for Applied Research in Non-Profit Organizations, Technical Report No: ARC-55.
- Hellman, C. M., Trevino, E. M., & Worley, J. A. (2008). The belief in a just world: An examination of reliability estimates across three measures. *Journal of Personality Assessment, 90,* 399-401.
- Worley, J. A., & Vassar, M. (2007). Understanding sustained volunteer behavior: Values, prestige and perceived support. Center for Applied Research in Non-Profit Organizations, Technical Report No: ARC-040.
- Hellman, C. M., Fuqua, D. R., & Worley, J. A. (2006). Perceived organizational support: A reliability generalization study. *Educational and Psychological Measurement, 65*(4), 1-12.
- Worley, J. A. (2003) Developmental reading instruction, academic attainment and performance among underprepared college students. *Journal of Applied Research in Community Colleges, 10*, 2, 127-136.
- Thompson, R. C., Bailey, L. L., Joseph, K. M., Worley, J. A., and Williams, C. (2000) Organizational change: An assessment of trust and cynicism. (DOT/FAA/AM-00/) Washington, DC: Federal Aviation Administration, Office of Aviation Medicine.
- Worley, J. A., Bailey, L. L., Thompson, R.C., Joseph, K.M., and Williams, C. (1999) Organizational communication and trust in the context of technology change. (DOT/FAA/AM-99/25) Washington, DC: Federal Aviation Administration, Office of Aviation Medicine.
- Thompson, R. C., Bailey, L. L., Joseph, K. M., Worley, J. A., and Williams, C. (1999) Organizational change: Effects of fairness perceptions on organizational cynicism. (DOT/FAA/AM-99/27) Washington, DC: Federal Aviation Administration, Office of Aviation Medicine.
- Joseph, K. M., Thompson, R. C., Bailey, L. L., Worley, J. A., Williams, C., and Schroeder, D. (1999) The influence of ergonomic interventions on employee stress and physical symptoms (DOT/FAA/AM-99/17) Washington, DC: Federal Aviation Administration, Office of Aviation Medicine.
- Joseph, K. M., Thompson, R. C., Bailey, L. L., Worley, J. A., and Williams, C. (1998) Measuring employee expectations associated with technological change. Proceedings of the Silicon Valley Ergonomics Conference and Exposition, ERGOCON '98. Palo Alto, CA. Technical Reports.

Representative Honors and Awards Received

- 2013   Principal Investigator, "Community indicators for child vulnerability to abuse and neglect: Development of a model for tracking crisis indicators and utilization of system services." Funding received through the Tulsa County Coalition for Child Protection ($11,227).
- 2010-11   Principal Investigator, "Juvenile Offender Re-entry Project" with Tulsa Youth Services, and the Oklahoma Office of Juvenile Affairs. Funding received through the US Department of Justice ($99,835).
- 2008-09   Co-Principal Investigator on "Child Care Portfolio Project" with the State of Oklahoma, Department of Human Services ($20,000).
- 2007-08   Co-Principal Investigator to evaluate the Positive Behavior Support (PBS) programs with Tulsa Public Schools ($31,728).
- 2007-08   Co-Principal Investigator contracted to evaluate the Youth Philanthropy Initiative (YPI) with by Schusterman Family Foundation ($9,995).
- 2006-07   Tulsa Mayor's Citizen Corps Contract Award to investigate volunteer engagement ($4,900).
- 2003   Stipend in the amount of $3,896 to research the impact of Faculty Innovation Grant awards ($33,709) on teaching and learning at Tulsa Community College, Tulsa, OK.
- 1998   Office of Aviation Medicine - Outstanding Team award from the Federal Air Surgeon for research conducted at the Civil Aviation Registry in Oklahoma City, OK.