HR 5323-224: 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. This course will emphasize human relations as a critical role in minimizing negative behaviors and sustaining a healthy organizational climate.

Class Dates, Location and Hours:

Dates: June 4 – 9, 2019
Location: Spangdahlem AB, Germany. Students should check with Site Director for classroom
            location.
Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.
Last day to enroll or drop without penalty: May 6, 2019

Site Director:

Email: apspangdahlem@ou.edu. Phone: DSN 452-7555, CIV 06565-61-7555.

Professor Contact Information:

Course Professor: Marilyn Y. Byrd, Ph.D., MBA
Mailing Address: 601 Elm, Room 704
                        Norman, OK. 73019
Telephone Number: (405) 325-6405
E-mail Address: Marilyn.Byrd-1@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. Denhardt, R. B., Denhardt, J. V., Aristiqueta, M.P. (2015). *Managing human behavior in public and nonprofit organizations* (4th ed.). Thousand Oaks, CA: Sage. ISBN 9781483359298.

2. Supplemental 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.

Course Objectives:

- Examine OB through multiple lenses: individual, group, community, society at large
- Discover ways to improve self-awareness and sense of self
- Apply decision-making models
- Apply various organizational theories, including ethical frameworks
- Develop competencies in critical management and leadership skills, and
- Develop the ability to act effectively and responsibly under the stress, complexity, and uncertainty of the real world.

Course Goals:

Organizational behavior is about human behavior. The goal of this course is to prepare future human relations professionals with the skills needed to think and act, resolve problems relating to human behavior, and manage situations relating human behavior in a workplace environment. The study of organizational behavior relies heavily on interactions with others. Although physical class meetings are not part of this course, participation in discussion boards creates active learning goals.

While the learning outcomes can be applied in all types of work contexts, this course will specifically emphasize nonprofit and public sectors (including schools), as these are the most likely contexts for human relations jobs. Emphasis is on practical application.

Course Schedule

Tuesday, June 4, 2019

>Introduction to course; review syllabus
>Special Topic: Human Relations and the Human Relations Practitioner
>Special Topic: Ethical Frameworks
>Chapter 1: Organizational Behavior as a Way of Thinking and Acting

Wednesday, June 5, 2019

>Special Topic: Workplace Bullying
>Chapter 2: Knowing and Managing Yourself
>Chapter 4: Managing Stress
>Class Activity/exercise

Thursday, June 6, 2019

>Chapter 5: Decision Making
>Chapter 6: Motivation and Engagement
>Class Activity/exercise

Friday, June 7, 2019

>Chapter 7: Leadership in Public Organizations
>Chapter 8: Power and Politics
>Class Activity/exercise

Saturday, June 8, 2019

>Chapter 11: Managing Conflict
>Chapter 12: Organizational Change
>**Individual Presentations**
>Work on Final Project
>Recap

Sunday, June 9, 2019

  Workplace Bullying Symposium
  Final Exam

Assignments, Grading and Due Dates:

Pop Culture & Org. Behavior (individual presentation).

You will present a 15-20-minute interactive discussion of a popular movie or television show and discuss the behavior that occurs within the various groups of characters as they seek a common goal. For example, what is the most salient behavior observed (e. g. conflict, leadership, power, stress, etc.) that generates an emotional response or dynamics by main characters? Further details and a grading rubric will be posted to Canvas. The assignment will also be discussed during the first class session. **In class presentation June 8**. 175 pts.

Workplace Bullying Symposium (group project).

Workplace bullying has become generally acknowledged as an emerging workplace issue. Employers are increasingly being required to ensure that individuals are both physically and mentally safe at their places of work. Therefore, it is important for leaders and professionals in general to understand what behavior constitutes bullying (as well as what behavior does not), prevention, intervention, individuals and social groups that are targeted, leadership accountability, coping, bystander effect, physical and psychological effects, etc. Practitioner knowledge of workplace bullying has greatly increased over the last twenty years. But with the damaging impact of workplace bullying now well documented brings these questions to the conversation:

- How do we further advance our understandings of how to prevent and manage this toxic workplace problem?
- How do we promote, build and maintain workplaces that are healthy and sustainable for all?

For this assignment your group will design and conduct a 30-minute workshop that brings greater awareness about the problem of workplace bullying, and inform participants about the nature and risk of this emerging negative workplace behavior. Further details and a grading rubric will be posted to Canvas. The assignment will also be discussed during the first class session. **In class group presentation June 9.** 250 pts

Active Participation.

Includes relevant in-class discussion, small group activities and respectful relations among your colleagues; attendance is required to earn participation points. **Ongoing (points available to be earned each class session).** 125 pts total

Final Exam.

Will be taken during the last class session (June 9) and will cover the chapters discussed (including special topics). 50 objective, short answer, and discussion type questions. You will have 3 hours to complete the final. 150 pts

Post seminar case study (individual paper).

You will write a 3 page (min) critical analysis of an assigned case that relates to a major OB topic. The analysis will require you to apply concepts learned as well as findings from relevant evidence based research studies. Further instructions and a grading rubric will be posted to Canvas. The assignment will also be discussed during the first class session. 150 pts **Submit to Canvas dropbox no later than Wed., June 12, 11:59 pm (your time).**

Overview

Assignment	Points	Due Date
Pop culture (individual presentation)	175	June 8 in class
Workplace bullying (group project)	250	June 9 in class
Final Exam	150	June 9 in class
Case Study (individual paper)	150	June 12, 11:59 pm via Canvas
Active Class Participation	125	Throughout
Total	850	Na

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 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. 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
Marilyn Y. Byrd, Ph.D.

Education
- Ph.D., Human Resource Development, Texas A & M University, College Station. TX.
- MBA, Sam Houston State University, Huntsville, TX.

Academic Position
Associate Professor, University of Oklahoma, Human Relations

Editorial Position
Editor in Chief, *Advances in Developing Human Resources* journal

Major Areas of Teaching
- Human Resources for the Human Relations Professional
- Organizational Behavior
- Leadership in Organizations
- Diversity and Justice in Organizations

Research Interests
- Organizational social justice
- Spirituality as a response to social oppression
- Organizational ethics (emerging research)
- Experiences of intersectionality in leadership

Representative Publications and Presentations
Books
- Byrd, M., & Scott, C. (Editors /Authors). (2018). *Diversity in the workforce: Current issues and emerging trend,* 2nd edition
- Hughes, C., & Byrd, M. (2015). Managing human resource development programs. Palgrave MacMillan
- Scott, C., & Byrd, M. (Editors/Authors). (2012). Handbook of research on workforce diversity in a global society: Technologies and concepts. Hershey, PA: IGI Journal Special Issue (Editor)
- Byrd, M. (Ed). (Winter, 2016). Spirituality in the workforce: Philosophical and social justice perspectives. *New Directions in Adult & Continuing Education*. San Francisco: Wiley Publishing. ISBN: 9781119356349

Peer Reviewed Journal Articles
- Byrd, M. Y. (2018). Does HRD have a moral duty to respond to matters of social injustice? *Human Resource Development International*, *21*(1), 3-11.
- Byrd, M. Y. (2018). Diversity Branding Strategy: Concealing Implicit Stereotypes and Biased Behaviors. *Advances in Developing Human Resources*.
- Byrd, M. Y. (2016). The enlightened revelation: Toward a spirit-centered, socially just workplace. In M. Byrd (Ed.). Spirituality in the workforce: Philosophical and social justice perspectives (pp. 85-94), *New Directions in Adult & Continuing Education*. San Francisco: Wiley Publishing.
- Byrd, M. Y. (2014). Diversity issues: Exploring "critical" through multiple lenses. In J. Gedro, J. Collins, & T. S. Rocco (Eds.), Critical Perspectives and the Advancement of HRD, *Advances in Developing Human Resources*, *16*(4), 281-298.
- Byrd, M. (2009). Telling our stories: If we don't tell them they won't be told. In Byrd, M., & Stanley, C. A. (Eds.), Giving Voice: The Socio-cultural Realities of African American women's leadership experiences, *Advances in Developing Human Resources*, *11*(5), 582-605.
- Byrd, M., & Stanley, C., A. (2009). Bringing the voices together. In Byrd, M., & Stanley, C. A. (Eds.), Giving Voice: The socio-cultural Realities of African American women's leadership experiences. *Advances in Developing Human Resources, 11*(5), 657-666.
- Byrd, M. (2009). Theorizing African American Women's leadership experiences: Socio-Cultural theoretical alternatives. *Advancing Women in Leadership Journal, 27*(2).
- Byrd, M. (2008). Negotiating new meanings of "leader" and envisioning culturally informed theories for developing African American women in leadership roles: An interview with Patricia Parker, *Human Resource Development International*, *11*(1), 101-107.

- Byrd, M. (2007). The effects of racial conflict on organizational performance. *New Horizons in Adult Education and Human Resource Development, 21(*1/2), 13-28. Miami: Florida International University.
- Byrd, M. (2007). Educating and developing leaders of racially diverse organizations. *Human Resource Development Quarterly, 18*(2), 275-279.

Book Chapters
- Lloyd-Jones, B., & Byrd, M. Y. (2018). Developing Culturally Responsive Mentoring in the Professoriate: A Theoretical Model. In E. T. Murakami & H. J. Mackey (Eds.), *Beyond Marginality: Understanding the Intersection of Race, Ethnicity, Gender and Difference in Educational Leadership Research.* Charlotte: N. C., Information Age Publishing.
- Byrd, M. Y., & Lloyd-Jones, B. (2016). Developing *a* social justice-oriented workforce diversity concentration in human relations academic programs. In C. L. Scott & J. D. Sims (Eds.) *Developing workforce diversity programs, curriculum, and degrees* (pp. 179-196). Hershey, PA: IGI.
- Byrd, M. Y. (2016). Selective Incivility: A micro aggression targeting racial and ethnic groups in the workplace (pp.123-149). In M. F. Karsten (Ed). *Gender, race, and ethnicity in the workplace: Emerging issues and enduring challenges* (pp. 123-149). Santa Barbara, CA: Praeger.
- Byrd, M. (2016). Women of Color in leadership. Rendering the invisible visible. In R. Alavi (Ed.) *Ethics and leadership*. Dubuque, IA: Kendall Hunt.
- Byrd, M. (2014). A social justice paradigm for human resource development: Philosophical and theoretical foundations. In N. Chalofsky, T. Rocco, & M. L. Morris, *Handbook of Human Resource Development: The Discipline and the Profession (pp. 281-298).* Hoboken, NJ: Wiley.
- Byrd, M., & Hughes, C. (2014). A paradigm shift for diversity management: From promoting business opportunity to optimizing lived career work experiences. In Hughes, C. (Ed.), Impact of Diversity on Organization and Career Development. Hershey, PA: IGI Global.
- Byrd, M. (2012). Critical race theory: A framework for examining social identity diversity of Black women in positions of leadership. In C. Scott & M. Byrd (eds.), *Handbook of research on workforce diversity in a global society: technologies and concepts.* (pp. 426-439), Hershey, PA: IGI
- Byrd, M., & Chlup, D. (2012). Theorizing African American women's learning and development in predominantly white organizations: Expanding the conversation on adult learning theories. In C. Scott & M. Byrd (eds.), *Handbook of research on workforce diversity in a global society: technologies and concepts.* (pp 38-55), Hershey, PA: IGI

Book Chapter, Invited
Byrd, M. (2012). Theorizing leadership of demographically diverse leaders. In M. Paludi (ed.), Managing Diversity in Today's Workplace: Strategies for Employees and Employers (Women and Careers in Management. Santa Barbara, CA.: Praeger (ABC-CLIO).

Media Review, Invited
- Byrd, M. (2017). The History of Human Resource Development by Gosney & Hughes, *New Horizons in Adult Education and Human Resource Development*
- Byrd, M. (2013). The end of diversity as we know it by Martin Davidson. *Human Resource Development Quarterly, 24*(2), 269-275.

Representative Honors and Awards Received
- Recognized for Leadership, Academy of Human Resource Development
- Member Spotlight, May, 2012, Academy of Human Resource Development

Major Professional Affiliations
- Academy of Human Resource Development (AHRD), Board of Directors (appointment 2017-2020)
- Society of Human Resource Management (SHRM)