



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

Course Dates:

May 1 – August 31, 2018

Last day to enroll or drop without penalty: April 2, 2018

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: 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: I am available via e-mail and during virtual office house as posted on main course page of Canvas.

Textbook(s) and Instructional Materials:

Course textbook is 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 – you can track the status of your order within 48 hours. If an order has not been shipped within three days, 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. 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. 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.

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

OU E-Mail:

All official correspondence from distance learning instructors will be sent only to your 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 Outcomes:

At the end of this course, you should be able to demonstrate:

- a broad theoretical understanding of organizational behavior,
- a theoretical and practical understanding of work related motivation and reward systems,
- an understanding of the interplay between individual and group behavior in the workplace,
- an understanding of leadership issues in diverse work environments,
- an understanding of the basic issues that affect behavior in public and nonprofit organizations,
- an understanding of the core behavioral principles on which personal, interpersonal, and public leadership skills are based,
- an understanding of analyzing management problems from the perspective of individual actions
- (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.

Checking Canvas:

The week begins on Monday and ends on Sunday (with the exception of Week #1). Regular updates and relevant information regarding the course will be posted to the Announcements page on Canvas. In order to ensure that you do not miss any new information of relevance to the course, you will be responsible for checking Canvas at least once each week—preferably at the beginning of the week (Monday) for announcements that will direct you to links or additional content. All written assignments are submitted to the Canvas “dropbox”.

Assignments, Grading, and Due Dates

Discussion Board Participation:

In this course you will be required to participate in weekly class discussion questions using the discussion module on Canvas. In addition to responding to the posted question or questions, you are expected to respond to at least (1) other posting made by members of the class. Your peer responses should be substantive and meaningful, showing that you have given their response some manner of thought. Responses like "I agree" convey no meaning. You could elaborate further on what someone says or perhaps challenge them to think about something a different way. The purpose is to engage each other in thinking about issues.

I will evaluate your posting based on evidence of your having read the assigned readings with the ability to make informed, detailed responses. To demonstrate critical thinking skills, you are required to support your initial and peer responses by citing the textbook or some other informed, scholarly source. Your textbook should be the most utilized source for citations used in your responses. Occasionally I will ask you to go beyond the textbook to inform your discussions. Internet sites are not considered scholarly sources unless the website ends in .gov., .edu., or .org. The following is an example of citing and referencing the textbook:

In-text: Denhardt, Denhardt, & Aristiqueta (2015). (Show page numbers in accordance with APA 6th edition direct quote rule)

End of post reference: Denhardt, R. B., Denhardt, J. V., & Aristiqueta, M.P. (2015). *Managing human behavior in public and nonprofit organizations* (4th ed.). Thousand Oaks, CA: Sage.

Other elements of evaluation include evidence of critical thinking, clear identification of the issues, understanding problems, and the ability to propose and evaluate solutions. A grading rubric for discussion post will be available at the Canvas course website. See the course page titled: "Responding to Discussions."

Interview/Paper: Workplace Bullying & Incivility:

Workplace incivility and bullying is a growing behavioral concern in relation to negative behavior in the workplace. Implications are directed to the one being targeted but also the perpetrator. For this assignment you are to first interview someone you know or work with and gain their insights on how they have experienced or observed this type of behavior. Then you will write a minimum 5-page formal evidence-based paper, not including the title and reference page, that integrates the interview data with published scholarly literature. Complete details for this assignment, including a grading rubric, will be posted to Canvas. Due to dropbox by 11:59 pm Sunday, August 26.

Midterm and Final Exam:

Each exam will consist of 50 objective type questions. Access "Quizzes" to take exams. Exams are timed 90 minutes. See course schedule for dates.

Course Schedule

Date	Chapter Readings	Deliverables
May 1	Special Topic: Human Relations and the Human Relations Practitioner (reading posted to Canvas)	Introductory Post and Defining Human Relations
May 7	Chapter 1: Organizational Behavior as a Way of Thinking and Acting	Chapter 1 discussion
May 14	Chapter 2: Knowing and Managing Yourself	Chapter 2 discussion
May 21	Special Topic: Workplace Bullying and Incivility Special Topic reading posted to Canvas	NA
May 28	Chapter 4: Managing Stress.	Chapter 4 discussion

Date	Chapter Readings	Deliverables
June 4	Chapter 5: Decision Making	Chapter 5 discussion
June 11	Chapter 6: Motivation and Engagement	Chapter 6 discussion
June 18	Midterm Exam (Chapters 1,2,4,5, 6 & special topic)	Complete by Sunday, June 24, 11:59 pm
June 25	Chapter 7: Leadership in Public Organizations	Chapter 7 discussion
July 2	Chapter 8: Power and Organizational Politics	Chapter 8 discussion
July 9	Chapter 11: Managing Conflict	Chapter 11 discussion
July 16	No chapter readings this week. Work on interview assignment.	NA
July 23	Chapter 12: Organizational Change	Chapter 12 discussion
July 30	Chapter 13: Representing the Organization "On the Outside"	Chapter 13 discussion
Aug. 6	Chapter 14: Managing Behavior in the Public Interest	Chapter 14 discussion
Aug. 13	No chapter readings this week. Work on paper.	NA
Aug. 20	Special Topic: Organizational Ethics and Organizational Social Justice (reading posted to Canvas)	Upload paper to Canvas no later than Sunday, Aug. 26, 11:59 pm.
Aug. 27	Final exam (Chapters 7,8,11,12, 13,14, and special topic)	Complete by Friday, Aug. 31, 11:59 pm.

Note: discussion board posts are due by Sunday, 11:59 pm and are not eligible for makeup.

Grading:

This is a letter-graded course: A, B, C, D, or F. Total value of points available for assignments is 850 points.

A= 762-850; B= 676-761; C= 592-675; D= 510-591; below 510=F; (rounding .5 and > will be applied as appropriate).

Overview of Graded Items

Assignment	Point Value
Introductory Post and Defining Human Relations	25
Chapter Discussions	275
Learning from the Field Interview/Paper: Workplace Bullying	250
Midterm Exam	150
Final Exam	150
Total Points	850

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.

Communicating with Me:

Primary student/instructor communications will be conducted via Canvas. The secondary source is OU email. I also check my email frequently throughout the day, so you should usually expect a response from me within the same day you send an email to me. I will send communication to you if I will be

unavailable for a specific time period. I will have dedicated on-line office hours that will be posted to the course main page once the course begins.

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. Rather the process is must be initiated by your 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).

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/>

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.

Current Positions

Assistant Professor, University of Oklahoma, Human Relations

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 and social change
- Spirituality as a response to social oppression
- Organizational social justice ethics (emerging research)
- Experiences of intersectionality in leadership
- Issues emerging from workforce diversity

Representative Publications and Presentations

Books

- Hughes, C., & Byrd, M. (2015). *Managing human resource development programs*. Palgrave MacMillan
- Byrd, M., & Scott, C. (Editors /Authors). (2014). *Diversity in the workforce: Current issues and emerging trends*. Received the American Library Association *Choice Award*
- 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. (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

- 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)