

Kingdom of Saudi Arabia

Al Baha University

Faculty of Administrative & Financial Sciences

Business Administration

COURSE SPECIFICATION

Organizational Behaviour

16011509

2015

Course Specification

Institution:	Al-Baha University
College/Department:	Faculty of Administrative and Financial Sciences Business Administration department

A Course Identification and General Information

1. Course title and code:	Organizational Behaviour	16011509
2. Credit hours:	3	
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)	Business Administration	
4. Name of faculty member responsible for the course:	Dr. Balsam Ahmed Babiker Zarroug	
5. Level/year at which this course is offered:	5 th level/3 rd year	
6. Pre-requisites for this course (if any):	principles of management(16011102)	
7. Co-requisites for this course (if any):	none	
8. Location if not on main campus:		

B Objectives

<p>1. Summary of the main learning outcomes for students enrolled in the course.</p> <p>This course is a general introduction to Human and Organizational Behavior as an information development and communication function that supports management decision making. Students will become familiarized with fundamental human and organizational behavior concepts, terms, and procedures; assessment of self, personality, self-concept, perception, and verbal and nonverbal communications skills. Outcomes include learning and understanding of diversity, job success, and development of effective work relations; a view of workplace dynamics, including conflict resolution, assertiveness, and team problem solving.</p>
<p>2. Briefly describe any plans for developing and improving the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field)</p> <p>A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, and panels, conferencing, and performance. Methodology will be selected to best meet student needs.</p>

C. Course Description (Note: General description in the form to be used for the Bulletin or Handbook should be attached)

1 Topics to be Covered		
Topic	No of Weeks	Contact hours
Course Introduction: Enter organizational behaviour Disciplines that contribute to the organizational behaviour field Challenges and opportunity for organizational behaviour	1	3
Diversity in organizations: Personality Values Attitude perception	2	6
job satisfaction	1	3
Motivation	2	6

Group behavior and work Team	2	6
Communication	1	3
Leadership	1	3
Organizational conflict	1	3
Organizational environment and culture	1	3
Organizational change and job stress	1	3
Cases in organizational behaviour	2	6

2 Course components (total contact hours per semester):			
Lecture: 45	Tutorial: None	Practical/Fieldwork/Internship: None	Other: None

<p>3. Additional private study/learning hours expected for students per week. (This should be an average :for the semester not a specific requirement in each week)</p> <p>(4-6) hours per semester</p>
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4. Development of Learning Outcomes in Domains of Learning

For each of the domains of learning shown below indicate:

- A brief summary of the knowledge or skill the course is intended to develop;
- A description of the teaching strategies to be used in the course to develop that knowledge or skill;
- The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired

Upon completion of course, students will be able to define the concept of organizational behaviour. determine the levels of behaviour in organizations. understand how people behaviour affects organizational performance. understand the effect of individual differences on job performance. understand how managers create groups and team and how they communicate with and lead employees and how they deal with organizational conflicts and stress. understand how organization structure, culture, and environment as a whole affects the performance of organization. analyse behavioural problems in organization.

(ii) Teaching strategies to be used to develop that knowledge

The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation. Lectures will provide the framework for directing independent student learning activity and skills development. As such, students will be presented with relevant information, tasks and source material in lectures that will enable self-directed learning.

(iii) Methods of assessment of knowledge acquired

The student is required to respond to topic-related discussion questions after every chapter. These questions will be provided weekly. Grading of responses will be based on content and general to specific knowledge of information covered. Although a specific length is not mandated, responses should be well thought out and add value to the class discussion.

Assignments and examination questions will consist of problem-solution and objective type questions and will be derived from text and lecture material and class handouts.

<p>b. Cognitive Skills</p>
<p>(i) Cognitive skills to be developed</p> <p>Upon completion of course, students will be able to understand the terminology associated with organizational behavior; describe organizational behavior approaches to the analysis of one organization’s initiative(s); identify the importance of interpersonal skills to managerial effectiveness; understand the impact in the work place of globalization, cultural differences, workforce diversity, and ethics; describe the role of leadership in achieving effective organizational performance.</p>
<p>(ii) Teaching strategies to be used to develop these cognitive skills</p> <p>The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation. Lectures will provide the framework for directing independent student learning activity and skills development. As such, students will be presented with relevant information, tasks and source material in lectures that will enable self-directed learning.</p>
<p>(iii) Methods of assessment of students cognitive skills</p> <p>The student is required to respond to topic-related discussion questions after every chapter. These questions will be provided weekly. Grading of responses will be based on content and general to specific knowledge of information covered. Although a specific length is not mandated, responses should be well thought out and add value to the class discussion.</p> <p>Assignments and examination questions will consist of problem-solution and objective type questions and will be derived from text and lecture material and class handouts.</p>
<p>c. Interpersonal Skills and Responsibility</p>
<p>(i) Description of the interpersonal skills and capacity to carry responsibility to be developed</p> <p>Students will integrate processes of thinking, communication, leadership, and management in order to apply interpersonal relationships knowledge and skills. Students will also learn to evaluate effectiveness of communication processes, demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members; apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities; examine interrelationships among thinking, communication, leadership, and management processes to address individual, family, community, and workplace</p>

<p>issues. Students will develop and demonstrate ethical behavior that is appropriate for the business professional in today's society.</p>
<p>(ii) Teaching strategies to be used to develop these skills and abilities</p> <p>The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation.</p>
<p>(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility</p> <p>Student's contributions to the topic-related discussions will be assessed by instructor who will lead, oversee, and/or facilitate class discussions. Instructor will assess students ability and willingness to apply standards of ethical behavior when making judgments or taking personal actions and demonstrate effective listening and feedback.</p>
<p>d. Communication, Information Technology and Numerical Skills</p>
<p>(i) Description of the skills to be developed in this domain.</p> <p>Upon completion of course, students will be able to provide a critical analysis of the basic approaches to leadership; differentiate between power and politics; distinguish functional from dysfunctional conflict; analyze various group dynamics and the impact on the organization; provide a critical analysis of the need for change and stress management in the workplace.</p>
<p>(ii) Teaching strategies to be used to develop these skills.</p> <p>The teaching strategies are lecture, discussion and problem solving oriented. Students will be encouraged to ask questions and provide comments as considered appropriate.</p>
<p>(iii) Methods of assessment of students numerical and communication skills.</p> <p>The student is required to respond to topic-related discussion questions after every chapter. These questions will be provided weekly. Grading of responses will be based on content and general to specific knowledge of information covered.</p> <p>Assignments and examination questions will consist of problem-solution and objective type questions and will be derived from text and lecture material and class handouts.</p>
<p>e. Psychomotor Skills (if applicable): Not Applicable</p>
<p>(i) Description of the psychomotor skills to be developed and the level of performance required</p>

(ii) Teaching strategies to be used to develop these skills
(iii) Methods of assessment of students psychomotor skills

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Short Assignments	10-12	10%
2	Quizzes	1- 12	10%
4	Examination (midterm)	7	30%
5	Final Examination	17	50%

D. Student Support

1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)

Instructor will be available for student consultation and academic advice on all free working hours (office hours) . Additional assistance by appointment only.

E Learning Resources

<p><u>1. Required Text(s)</u> Stephen P. Robbins& Timothy A. Judge- Organizational behavior- 16 edition- 2015- Pearson</p>
<p><u>2. Essential References</u> -Stephen P. Robbins& Timothy A. Judge- Organizational behavior- 16th edition- 2015- Pearson -Ricky W. Griffin& Gregory Moorhead – Organizational behaviour(managing people and organizations)- 11th edition – 2013.</p>
<p><u>3. Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)</u> Journal of organizational behaviour management(JOBM) Journal of management and organization International journal of organizational diversity European journal of work and organizational psychology</p>

<p>Wall Street Journal Harvard Business Review International Journal of Human Resource Management Personnel Review People Management Oxford English Dictionary or Collins Dictionary and a Thesaurus.</p>
<p><u>4. Electronic Materials, Web Sites etc</u></p> <p>http://www.socialpsychology.org/io.htm</p> <p>http://www.siop.org/</p>
<p><u>5- Other learning material such as computer-based programs/CD, professional standards/regulations</u></p> <p>Window 8 – Internet explorer(google chrome) last version – Micro soft office2007 or above- Adobe acrobat reader 5 or later – Flash play – Flash driver.</p>

F. Facilities Required

<p>Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)</p>
<p>1. Accommodation (Lecture rooms, laboratories, etc.)</p> <p>Classes will be held in classroom, and will accommodate approximately thirty-five (35) students.</p>
<p>2. Computing resources</p> <p>Students will have access to Google chrome, Microsoft word, and Microsoft power point.</p>
<p>3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)</p> <p>Not Required</p>

G Course Evaluation and Improvement Processes

<p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <p>Evaluations of performance and teaching effectiveness will be administered to the students at the end of the course. A questionnaire will be used in order to determine appropriateness of communication of course expectations (learning objectives), communication of course requirements (e.g., assessment), student perception of the quality of classroom teaching, adequacy of assessment feedback, and accessibility of learning resources and support.</p>
<p>2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <p>Evaluations will be conducted by colleagues of the instructor who have expertise in the course/discipline. Evaluations will result from information obtained through classroom visits and review of course materials and instructional contributions.</p>
<p>3 Processes for Improvement of Teaching</p> <p>Instructor will conduct evaluations from a number of sources including, but not limited to, student questionnaires, peer reviews, department focus groups, and self-evaluations. Instructor will collect and respond to feedback on their teaching from colleagues, peers, and students on a continual basis. Instructor and department will utilize a systematic approach to evaluate information obtained from feedback to make appropriate improvement of teaching that is firmly based on professional practices.</p>
<p>4. Processes for Verifying Standards of Student Achievement (eg. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)</p> <p>To help instructor review the extent of the students achievement, a mid-course and end of course rating scale will be utilized in an effort to survey goals for student learning. Based on the survey results, instructor will collect data to verify student's perceived strengths and weaknesses. The purpose of collecting evidence of student achievement is to help to establish baseline data to monitor improvements in student learning over time. A summary of a description of students' current levels of achievement of will be provided to student upon completion. Conference between instructor and student will be available, upon request, to discuss students' achievement review.</p>
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <p>Periodic focus groups will be conducted by instructor, faculty of the department, and department administrators to critique appropriateness of learning outcomes, content choice and currency, teaching and assessment methods, match between all of the above.</p>

The required text covers a percentage of: 100% of the course

Faculty In charge

Dr. Balsam Zarroug

Head of Department

Dr. Mohammed Makni

Vice Dean (Academic Affairs)

Dr. Najeeb Al Mater

The Dean

Dr. Mohammed Al Zehrani