



## Course Specifications

<b>Course Title:</b>	Organizational Behavior
<b>Course Code:</b>	HRMT 242
<b>Program:</b>	<b>College required course offered in:</b> Bachelor in Business Administration Bachelor in Accounting Bachelor in Marketing and E-Commerce Bachelor in Finance and Banking Bachelor in Management Information Systems
<b>Department:</b>	Department of Business Administration
<b>College:</b>	College of Business Administration
<b>Institution:</b>	Jazan University

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## A. Course Identification

<b>1. Credit hours:</b> 2
<b>2. Course type</b> a. University <input type="checkbox"/> College <input checked="" type="checkbox"/> Department <input type="checkbox"/> Others <input type="checkbox"/> b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> Level 4 / 2 <sup>nd</sup> Year
<b>4. Pre-requisites for this course (if any):</b> Human Resource Management - HRMT 241
<b>5. Co-requisites for this course (if any):</b> NIL

## 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	100%
2	Blended		
3	E-learning	Non-credit hours: In order to help the students in solving assignments, additional material or links are shared with students through electronic means	
4	Distance learning		
5	Other		

## 7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	24
2	Laboratory/Studio	
3	Tutorial	
4	Others (Orientation - Revisions – Exam – Short quiz – Group discussion and presentation)	6
	<b>Total</b>	<b>30</b>

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This course is oriented toward developing a better understanding of human behavior and using that knowledge to help people be more productive and satisfied in organizational settings. Students would study the behavior of individuals and groups as part of the social and technical system in the workplace. They examine individual and group behavior, communication, conflict and various management styles, motivational techniques and coordination in the work environment and apply these concepts to the development of an organization's human resources. The course explores concepts and theories related to the individual, the group, and the organization. Emphasis is given on developing knowledge and skills to assist you in understanding the way people behave in work setting.

### 2. Course Main Objective

The main objective of Organizational Behavior is to understand the human interactions in an organization find what is driving it and influence it for getting better results for attaining business goals. It is to setup an organizational culture, hiring best people and creating meaningful connections among them, resolving the conflicts, developing the qualities of the employees, and

establishing firm and clarifying leadership chain. This course is oriented towards developing a better understanding of human behavior and using that knowledge to help people be more productive and satisfied in organizational settings.

### 3. Course Learning Outcomes

On Successful completion of this course students will be able to:

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge and Understanding</b>	
1.1	<b>Define</b> the Organizational Behavior concepts and principles.	K1
1.2	<b>Describe</b> the main roles for managers at their organizations.	K2
1.3	<b>Identify</b> the different forms of workforce diversity.	K2
<b>2</b>	<b>Skills :</b>	
2.1	<b>Develop</b> the desired Organizational Behavior skills	S2
2.2	<b>Manage workplace diversity effectively.</b>	S2
2.3	<b>Develop</b> their Groups and Teamwork abilities.	S2
<b>3</b>	<b>Values:</b>	
3.1	<b>Debate</b> for the workplace diversity and individuals' differences	V2
3.2	<b>Join</b> top management functions effectively	V2
3.3	<b>Justify</b> negative behaviors as well as the positive ones.	V1

### C. Course Content

No	List of Topics	Contact Hours
1	UNIT 1: <ul style="list-style-type: none"> <li>Introduction to Organizational Behavior (OB)</li> <li>What is organizational behavior?</li> </ul>	2T
2	UNIT 2: <ul style="list-style-type: none"> <li>Diversity in organizations</li> <li>Attitudes and job satisfaction</li> <li>Emotions and moods</li> <li>Personality and values</li> <li>perceptions</li> </ul>	10T
3	UNIT 3: <ul style="list-style-type: none"> <li>Group behavior</li> <li>Understanding team work</li> </ul>	4T
4	UNIT 4: <ul style="list-style-type: none"> <li>Leadership power</li> <li>Organizational structure</li> <li>Organizational culture</li> <li>Organizational development</li> </ul>	8T
<b>Total</b>		<b>24</b>

**Commented [YMS1]:** More details needed along with topic/contact hour  
Feel free to add rows

**Commented [YMS2]:** Pls. revise it (should 30 for the 2 credit hour course, 45 for 3credit hour courses)

## D. Teaching and Assessment

### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding</b>		
1.1	<b>Define</b> the Organizational Behavior concepts and principles.	Lectures. PowerPoint slides. Additional material. YouTube links	Correct MCQ Write Enumerate
1.2	<b>Describe</b> the main roles for managers at their organizations.	Lectures. PowerPoint slides. Additional material.	Correct
1.3	<b>Identify</b> the different forms of workforce diversity.	Lectures. PowerPoint slides. YouTube links	MCQ
<b>2.0</b>	<b>Skills</b>		
2.1	<b>Develop</b> the desired Organizational Behavior skills	Lectures. PowerPoint slides. YouTube links	Correct MCQ Write Enumerate
2.2	<b>Manage</b> workplace diversity effectively.	Lectures. PowerPoint slides. YouTube links	Correct MCQ Write Enumerate
2.3	<b>Develop</b> their Groups and Teamwork abilities.	Lectures. PowerPoint slides. YouTube links Group discussions	Exam 1 Assignments 1 Group discussions
<b>3.0</b>	<b>Values</b>		
3.1	<b>Debate</b> for the workplace diversity and individuals' differences	Lectures. PowerPoint slides. YouTube links Group discussions	Exam 1 Assignments 1 Group discussions
3.2	<b>Join</b> top management functions effectively	Lectures. PowerPoint slides	Correct MCQ Write Enumerate
3.3	<b>Justify</b> negative behaviors as well as the positive ones.	Lectures. PowerPoint slides. YouTube links Group discussions	Exam 1 Group discussions

### 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Assignment and Group discussions	7	10 %
2	Written Test (Midterm)	9	30%

#	Assessment task*	Week Due	Percentage of Total Assessment Score
3	Short quiz	13	10 %
4	Written Test (Final Exams)	18\19	50 %
TOTAL			100 %

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

## E. Student Academic Counseling and Support

### Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:

Department have an arrangement for “Academic Counseling and Support” for each student by the department. The Department Coordinator nominates faculty members for “Student Academic Advisory Committee” every semester. These “Academic Advisors” are responsible for student counseling and advising to a group of fix number of students. At the beginning of semester and at time of course registration all students take counseling from Academic Advisor according to his previous grades and coverage of pre-requisite course and follow-up.

Also, students with GPA below than 2.00 are remained under deep observation and continuous meetings with respective course teachers about their performance are arranged to help and support the students. The course teacher is to be associated with this course provide a proper guidance for students who are looking to focus on their future career based on their intellectual interests, identify better opportunities related to this course and connections in their academic fields.

The course teacher will commit to a minimum scheduled time for student consultation equivalent to 6 HOURS PER WEEK and will have prescribed times set aside for individual appointments with students. The students will be informed at the commencement of every semester for teacher consultation hours for seeking advice and support.

## F. Learning Resources and Facilities

### 1. Learning resources

<b>Required Textbooks</b>	Robbins, P. Stephen, & Timothy A. Judge. . <i>Organizational Behavior</i> . NJ: Prentice-Hall, Inc. (2010) <b>Recommended Book:</b> K. D. Elsbach, A Kayes, and D.C. Kayes, <i>Contemporary Organizational Behavior: Form Ideas to Action</i> , Pearson, (2016)
<b>Essential References Materials</b>	<ul style="list-style-type: none"> <li>• Organizational Dynamics</li> <li>• European Management Journal</li> <li>• British Journal of Industrial Relations</li> <li>• Journal of International Management</li> <li>• International Journal of Training and Development: <a href="http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1468-2419/issues">http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1468-2419/issues</a></li> </ul>
<b>Electronic Materials</b>	<ul style="list-style-type: none"> <li>• <a href="http://bba12.weebly.com/uploads/9/4/2/8/9428277/organizational_behavior_15e_stephen_p_robbins_timothy_a_judge_pdf_qwerty.pdf">http://bba12.weebly.com/uploads/9/4/2/8/9428277/organizational_behavior_15e_stephen_p_robbins_timothy_a_judge_pdf_qwerty.pdf</a></li> <li>• <a href="http://www.emeraldinsight.com/insight">http://www.emeraldinsight.com/insight</a></li> <li>• <a href="http://www.humancapitalonline.com">http://www.humancapitalonline.com</a></li> </ul>
<b>Other Learning Materials</b>	

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	- Classroom
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	- Data show - Provide Internet access so that teachers can use materials from the Internet to enrich their teaching materials.
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	- Wireless microphones as the classes are big and teachers have to speak loudly and compete with the noise from the air-conditioners and students' speech outside of the class. - Markers and Erasers

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Extent of achievement of CLOs	HOD / QAU	Direct
Effectiveness of teaching	Students	Indirect
Proper utilization of resources.	CEO / Track Leaders	Direct

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## H. Specification Approval Data

Council / Committee	
Reference No.	
Date	