



Course Specification

— (Bachelor)

Course Title:	HRMT 242
Course Code:	Organizational Behavior
Program:	Bachelor in Business Administration
Department:	Business and Marketing
College:	College of Business
Institution:	Jazan University
Version:	Course Specification Version Number
Last Revision Date:	Pick Revision Date.

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A. General information about the course:

1. Course Identification

1. Credit hours: (2)

2. Course type

- A. ☐ University ☒ College ☐ Department ☐ Track ☐ Others
- B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: (6th level/2nd year)

4. Course general 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.

5. Pre-requirements for this course (if any):

HRMT 241

6. Co-requisites for this course (if any):

N/A

7. Course Main Objective(s):

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.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	22	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> Traditional classroom E-learning 		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	22
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		22

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Define the Organizational Behavior concepts and principles.	K1	<ul style="list-style-type: none"> Lectures Group discussions 	<ul style="list-style-type: none"> Midterm Final exam Quizzes



Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
			<ul style="list-style-type: none"> Individual and collaborative activities Pair and group discussions 	<ul style="list-style-type: none"> Class participation Assignments
1.2	Describe the main roles for managers at their organizations.	K2	<ul style="list-style-type: none"> Lectures Group discussions Individual and collaborative activities Pair and group discussions 	<ul style="list-style-type: none"> Midterms Final exam Quizzes Class participation Assignments
...				
2.0	Skills			
2.1	Manage workplace diversity effectively.	S1	<ul style="list-style-type: none"> Lectures Group discussions Individual and collaborative activities Pair and group discussions 	<ul style="list-style-type: none"> Midterms Final exam Individual Assignments Group Assignment
2.2	Develop their Groups and Teamwork abilities.	S2		
...				
3.0	Values, autonomy, and responsibility			
3.1	Justify negative behaviors as well as the positive ones.	V1	<ul style="list-style-type: none"> Individual problem-solving activities Pair and group discussions and activities 	<ul style="list-style-type: none"> Class participation Observation Individual Assignments





Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
				<ul style="list-style-type: none"> Group Assignment
3.2	Debate for the workplace diversity and individuals' differences	V2	<ul style="list-style-type: none"> Individual problem-solving activities Pair and group discussions and activities 	<ul style="list-style-type: none"> Class participation Observation Individual Assignments Group Assignment
...				

C. Course Content

No	List of Topics	Contact Hours
1.	UNIT 1: Introduction to Organizational Behavior (OB) What is organizational behavior? - Contributing Disciplines: Psychology- Social Psychology- Sociology and an Anthropologist.	2
2.	UNIT 1: Challenges and Opportunities for OB-What Managers Do- Management Functions, Mintzberg's Managerial Roles. Essential Management Skills.	2
3.	UNIT 2: Diversity in organizations. Biographical Characteristics. Dimensions of Intellectual Ability. Role of Disabilities and Implementing Diversity Management Strategies.	2
4.	UNIT 2: Attitudes and Job Satisfaction. Does Behavior Always Follow from Attitudes? Predicting Behavior from Attitudes- What are the Major Job Attitudes? Employee Responses to Dissatisfaction. Outcomes of Job Satisfaction. Emotions and Moods. The Basic Emotions and Moods - What Is the Function of Emotion? Sources of Emotion and Mood. OB Applications of Emotions and Moods.	2
5.	UNIT 2: What is Personality? Personality Traits. The Myers-Briggs Type Indicator. The Big Five Model of Personality Dimensions. How Do the Big Five Traits Predict Behavior? Linking Personality to the Workplace. Importance of Values. What is Perception?	2
6.	Unit 2: Factors that Influence Perception. Attribution Theory: Judging Others. Frequently Used Shortcuts in Judging Others - Decision-Making Models in Organizations. Individual Differences in Decision Making. Ethics Perceptions of OB. Improving Creativity for People.	2





7.	UNIT 3: GROUPS PROCESSES AND TEAMWORK: Defining and Classifying Groups- Sub-classifications of Groups- Why People Join Groups – Social Identity-Five Stages of Group Development Model- Group Properties- Group Decision Making vs. Individual Choice. UNIT 3: Understanding Work Teams: Why Have Teams Become So Popular? Differences between Groups and Teams- Types of Teams- Creating Effective Teams.	2
8.	UNIT 4: INFLUENCE PROCESSES, LEADERSHIP& ORGANIZATIONAL CONTEXT: Leadership& Power - Trait Theories of Leadership- Behavioral Theories of Leadership- Situational Leadership Theory Leader-Member Exchange (LMX) Theory.	2
9.	Charismatic Leadership- Transformational Leaders- Trust and Leadership- Finding and Creating Effective Leaders. Power: A Definition of Power- Contrasting Leadership and Power- Bases of Power- Dependency: The Key to Power- Power Tactics- Factors Influencing Power Tactics.	2
10.	UNIT 4: INFLUENCE PROCESSES, LEADERSHIP& ORGANIZATIONAL CONTEXT: Foundations of Organization Structure: What Is Organizational Structure? Work Specialization- Departmentalization- Chain of Command- Span of Control - Centralization and Decentralization- Formalization- Common Organization Designs: Simple Structure - Common Organizational Designs: Bureaucracy -	2
11.	Common Organizational Designs: Matrix- New Design Options: Virtual Organization- New Design Options: Boundaryless Organization- Why Structures Differ- Organizational Designs and Employee Behavior Organizational Culture: Do Organizations Have Uniform Cultures? What Do Cultures Do? Culture as a Liability- How Culture Begins- How Organizational Cultures Form- How Employees Learn Culture- Creating an Ethical Organizational Culture. Organizational Development: Six OD Techniques- Creating a Culture for Change: Innovation- Creating a Culture for Change: Learning.	2
Total		22

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Class participation, Assignments	1 - 10th	10%
2.	Quiz 1, 2	9 - 10th	10%
3.	Midterm	Week 5 & 6	30%



No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
4.	Final exam	Week 14& 15	50%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Robbins, P. Stephen, & Timothy A. Judge. . Organizational Behavior . NJ: Prentice-Hall, Inc. (2010) Recommended Book: K. D. Elsbach, A Kayes, and D.C. Kayes, Contemporary Organizational Behavior: Form Ideas to Action , Pearson, (2016)
Supportive References	Organizational Dynamics • European Management Journal • British Journal of Industrial Relations • Journal of International Management • International Journal of Training and Development: http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1468-2419/issues
Electronic Materials	• http://bba12.weebly.com/uploads/9/4/2/8/9428277/organizational_behavior_15e_-stephen_p_robbins_timothy_a_judge_pdf_qwerty.pdf • http://www.emeraldinsight.com/insight • http://www.humancapitalonline.com
Other Learning Materials	

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms to facilitate student engagement ,collaboration and connection between lecturer and student with: <ul style="list-style-type: none"> ■ Movable tables and chairs conducive to group discussion and group work. ■ Good lighting control.
Technology equipment (projector, smart board, software)	<ul style="list-style-type: none"> ■ Smart classroom equipment including data show. ■ Instructor station with Tablet PC-like technology.

Items	Resources
	<ul style="list-style-type: none"> Multiple electronic display surfaces (LCD projectors, etc.). Reliable network connectivity. Laptop connection for instructor and student hook ups. Electrical Outlets.
Other equipment (depending on the nature of the specialty)	

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	Indirect
Effectiveness of Students assessment	Program Leader, External evaluator	Direct
Quality of learning resources	Instructor, Students	Indirect
The extent to which CLOs have been achieved	Quality Committee	Direct
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	SCIENTIFIC COMMITTEE OF THE DEPARTMENT OF MANAGEMENT AND MARKETING
REFERENCE NO.	2ND MEETING, ACADEMIC YEAR 2025, SUBJECT NO.3
DATE	12-09-2024

