**The University of Jordan**

# Faculty: Faculty of Business Department: Business Management

**Semester: Second Semester Academic Year: 2015-2016**

# Organizational Behavior

**(**1601722**)**

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| **Credit hours** | **3** | **Level** | |  | **Prerequisite** | |  |
| **Coordinator/ Lecturer** | Dr Taghrid Saleh Suifan | **Office number** | |  | | **Office phone** | 24257  **24244** |
| **Course website** |  | **E-mail** | [t.suifan@ju.edu.jo](mailto:t.suifan@ju.edu.jo)  **taghridsuifan@gmail.com** | | | **Place** | Building Number 4 / Second Floor /First  Floor |

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| **Office hours** | | | | | |
| **Day/Time** | **Sunday** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** |
|  | 01:00–02:00 | 02:00-03:00 | 01:00–02:00 | 03:00-04:00 | 01:00–02:00 |
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**Course Description**

This course deals with human behavior in a variety of organizations. Conceptual frameworks, case discussions, and skill-oriented activities are applied to each topic. Topics include communications, motivation, group dynamics, leadership, power, the influence of technology, and organizational design and development. Class sessions and assignments are intended to help students acquire the skills that managers need to improve organizational relationships and performance and understanding of basic and fundamental concepts of organizational behavior (OB). The course will increase student awareness of the theoretical and practical aspects of OB.

**Learning Objectives**

i) Understand the basic fundamental concepts of organizational behavior and its application in managing people  
ii) Apply the different approaches to organizational behavior and enhance the  
human relationships within the organization.  
iii) Explore the relationships among the various components of organizational  
behavior and their effectiveness.

**Intended Learning Outcomes (ILOs):**

Successful completion of the course should lead to the following outcomes:

1. **Knowledge and Understanding:** students are expected to

* Be provided with a conceptual framework for understanding human work behavior in the organizational setting.
* Describe systematically how people behave under variety of conditions, to understand why people behave as they do, to predict future employee behaviour and to control & develop human activity at work.

1. **Intellectual Analytical and Cognitive Skills:** Student are expected to

* Acquire the skills that managers need to improve organizational relationships and performance and understanding of basic and fundamental concepts of organizational behavior.
* Increase their awareness of the theoretical and practical aspects of OB.
* Know the challenges faced by today’s organizations.
* Deal with today’s workforce.
* Demonstrate the competencies needed by effective managers.
* Understand the importance of effective organizational behavior.

1. **Subject- Specific Skills:** Students are expected to

* Improve their ability to think analytically, systematically, and critically about various aspects of how managers can utilize principles of organizational behavior.
* Improve their ability to analyze and understand organizational situations in terms of OB theories and concepts.
* Improve their skills in reacting appropriately to organizational situations using OB concepts.
* Improve their ability to create and maintain healthy and productive work environments.

1. **Transferable Key Skills:** Students are expected to

* Identify key theoretical aspects and practical applications of organizational behavior.
* Apply OB concepts and theories to analyze and improve work situations.
* Understand and leverage their traits and OB competencies in the workplace for professional success and as a potential organizational leader.

# ILOs: Learning and Evaluation Methods

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| **ILO/s** | **Learning Methods** | **Evaluation Methods** |
|  | Lectures and Discussions Critical Review Articles Individual Assignments Group Projects  Presentation | Exam, Quiz, presentation,  project  assignments |

**Course Contents**

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| --- | --- | --- | --- |
| **Content** | **Reference** | **Week** | **ILO/s** |
| Orientation and discussion of the syllabus and course |  | 1 |  |
| What is organizational behavior? | Required Text | 2 | Students should be able to understand the basic fundamental concepts of organizational behavior and its application in managing people.  Students should be able to identify the challenges and opportunities managers have in applying OB concepts. |
| The Individual Behavior: Diversity Attitudes and Job Satisfaction | Required Text | 3 | Students should be able to compare and contrast the major job attitudes.  Students should be able to define job satisfaction and show how it can be measured. |
| * Emotions and Moods * Personality and Values | Required Text | 4 | Students should be able to identify the sources of emotions and moods.  Students should be able to apply concepts about emotions and moods to specific OB issues  Students should be able to explain the factors that determine an individual’s personality.  Students should be able to demonstrate how the Big Five traits predict behavior at work and identify other personality traits relevant to OB. |
| Perception and Individual Decision Making | Required Text | 5 | Students should be able to explain the link between perception and decision making.  Students should be able to apply the rational model of decision making and contrast it with bounded rationality and intuition.  Students should be able to list and explain the common decision biases or errors.  Students should be able to explain how individual differences and organizational constraints affect decision making. |
| * Motivation Concepts * Motivation: From Concepts to Applications | Required Text | 6 | Students should be able to identify four early theories of motivation and evaluate their applicability today.  Students should be able to apply the key tenets of expectancy theory to motivating employees.  Students should be able to explain to what degree motivation theories are culture-bound |
| Foundations of Group Behavior | Required Text | 7 | Students should be able to identify the five stages of group development.  Students should be able to contrast the benefits and disadvantages of cohesive groups.  Students should be able to contrast the strengths and weaknesses of group decision making.  Students should be able to compare the effectiveness of interacting, brainstorming, nominal, and electronic meeting groups. |
| Understanding Work Teams  **Short Exam** | Required Text | 8 | Students should be able to compare and contrast four types of teams and identify the characteristics of effective teams |
| Communication | Required Text | 9 | Students should be able to identify the main functions of communication.  Students should be able to describe the communication process and distinguish between formal and informal communication.  Students should be able to analyze the advantages and challenges of electronic communication.  Students should be able to contrast downward, upward, and lateral communication with examples.  Students should be able to show how channel richness underlies the choice of communication channel.  Students should be able to identify common barriers to effective communication. |
| Leadership  **Mid-Term Exam** | Required Text | 10 | Students should be able to define authentic leadership and show why effective leaders exemplify ethics and trust.  Students should be able to demonstrate the role mentoring plays in our understanding of leadership and address challenges to the effectiveness of leadership. |
| Power and Politics | Required Text | 11 | Students should be able to define power, and contrast the five bases of power.  Students should be able to distinguish between legitimate and illegitimate political behavior  Students should be able to identify the causes and consequences of political behavior  Students should be able to determine whether a political action is ethical.  Students should be able to show the influence of culture on the uses and perceptions of politics. |
| Conflict and Negotiation | Required Text | 12 | Students should be able to define conflict and differentiate between the traditional, human relations, and interactionist views of conflict.  Students should be able to define negotiation and apply the five steps in the negotiation process.  Students should be able to show how individual differences influence negotiations. |
| Organizational culture | Required Text | 13 | Students should be able to define organizational culture and describe its common characteristics.  Students should be able to compare the functional and dysfunctional effects of organizational culture on people and the organization.  Students should be able to identify the factors that create and sustain an organization’s culture and show how culture is transmitted to employees.  Students should be able to demonstrate how an ethical culture can be created and describe a positive organizational culture. |
| Organizational Change and Stress Management | Required Text | 14 | Students should be able to identify forces that act as stimulants to change, and contrast planned and unplanned change.  Students should be able to list the forces for resistance to change and compare the four main approaches to managing organizational change.  Students should be able to demonstrate two ways of creating a culture for change.  Students should be able to define stress, identify its potential sources and identify the consequences of stress.  Students should be able to contrast the individual and organizational approaches to managing stress.  Students should be able to explain global differences in organizational change and work stress. |
| Presentation and Discussion of Articles | Required Text | 15 |  |
| **Final Exam** |  | 16 |  |

**Learning Methodology**

* Lectures and discussions
* Group discussions (team work)
* Students’ presentations

## Projects and Assignments

Assignments:

* Students should read assigned material and participate in class discussion
* Students should expect to give a presentation even if it isn’t their turn to do so.
* Students are expected to review two recent articles in English related to the subject and give a presentation. These should be submitted straight after the second exam.

Research Projects

Students will be divided into groups; each group will be undertaking a scientific research. Research topic should be approved by the Professor. It should be submitted before the date set for the final exam.

**Evaluation**

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| **Evaluation** | **Point %** | **Date** |
| **Mid-term Exam** | 30% | Will be assigned by the professor during the semester in class |
| **Case Study, Presentation & Participation** | 15% | Will be assigned by the professor during the semester in class |
| **Short Exam** | 15% | Will be assigned by the professor during the semester in class |
| **Final Exam** | 40% | Will be assigned by the professor during the semester in class |

**Main Reference/s:**

Robbins, S.P. & Judge, T.A. (2015). Organizational behavior, Global Edition / 16th Ed. Upper Saddle River, N.J.: Pearson/Prentice Hall.

# References:

Professor will provide additional reading material and study cases throughout the course.

**Intended Grading Scale (Optional)**

0-39 **F**

45-49 **D**-

50-54 **D**

54-69 **D+**

60-64 **C**-

65-69 **C**

70-73 **C+**

74-76 **B**-

77-80 **B**

81-84 **B+**

85-89 **A**-

90-100 **A**

**Notes:**

* Concerns or complaints should be expressed in the first instance to the module lecturer; if no resolution is forthcoming, then the issue should be brought to the attention of the module coordinator (for multiple sections) who will take the concerns to the module representative meeting. Thereafter, problems are dealt with by the Department Chair and if still unresolved the Dean and then ultimately the Vice President. For final complaints, there will be a committee to review grading the final exam.
* For more details on University regulations please visit:

<http://www.ju.edu.jo/rules/index.htm>