



## Course Specifications

<b>Course Title:</b>	Organizational Behavior
<b>Course Code:</b>	HRM 221
<b>Program:</b>	BSBA (HRM)
<b>Department:</b>	HRM
<b>College:</b>	College of Business Administration Al-Kharj
<b>Institution:</b>	Prince Sattam Bin Abdul Aziz University

## Table of Contents

<b>A. Course Identification</b> .....	<b>3</b>
6. Mode of Instruction (mark all that apply) .....	3
<b>B. Course Objectives and Learning Outcomes</b> .....	<b>3</b>
1. Course Description .....	3
2. Course Main Objective.....	4
3. Course Learning Outcomes .....	4
<b>C. Course Content</b> .....	<b>5</b>
<b>D. Teaching and Assessment</b> .....	<b>6</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods .....	6
2. Assessment Tasks for Students .....	7
<b>E. Student Academic Counseling and Support</b> .....	<b>7</b>
<b>F. Learning Resources and Facilities</b> .....	<b>7</b>
1. Learning Resources .....	7
2. Facilities Required.....	8
<b>G. Course Quality Evaluation</b> .....	<b>8</b>
<b>H. Specification Approval Data</b> .....	<b>9</b>

## A. Course Identification

<b>1. Credit hours:</b> 4
<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> Third Year/ 7 <sup>th</sup> Trimester
<b>4. Pre-requisites for this course (if any):</b> MGT 201
<b>5. Co-requisites for this course (if any):</b> N/A

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

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	√	100
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

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

No	Activity	Contact Hours
1	Lecture	44
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	<b>Total</b>	44

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This course endeavors to understand individual behavior and group behavior within the context of the organization at large. It provides current and emerging theoretical and practical knowledge on the topics such as motivation, leadership, managerial decision making, group processes and conflict resolution. The Major objective of this course is to understand organizational behavior concepts and models, moving from individual behavior to the group to the organization as a whole.

## 2. Course Main Objective

The efforts of continuous improvement and development of the course are in place using the relevant IT tools. Most relevant examples on the web may be referred to the students during class room teaching like person lab. Recent research advances in the field will also be linked with the course teaching, to update the knowledge and continuous learning among the students for example blackboard.

## 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge and Understanding</b>	
1.1	Outline theories which explain individual and group behaviors and their relationship with the internal functioning of the organization (@NQF K-5),	Assignments, Quizzes, Mid – Term and Final Exam
1.2	Memorize theories which explain individual and group behaviors and their relationship with the internal functioning of the organization and Describe the various OB concepts and Models	Assignments, Quizzes, Mid – Term, presentation and Final Exam
1.3	Describe the various motivational concepts and its application to OB. Define the basic concepts of perception and decision making	Assignments, Quizzes, Mid – Term, Project and Final Exam
1...		
<b>2</b>	<b>Skills :</b>	
2.1	Analyze and synthesize effective problem solving and decision-making using appropriate quantitative and qualitative skills and applying the knowledge described above including identifying, formulating and solving business problems The ability to create, evaluate and assess a range of options together with the capacity to apply ideas and knowledge to a range of business situations (@NQF c-2),	Evaluation of Group Discussions and feedback
2.2	Demonstrate effective self-management in terms of time, planning and behavior, motivation, self-starting, individual initiative and enterprise (@NQF ISR 1),	Evaluation of case analysis in Teams, class presentations, Group Project evaluation & feedback on discussions.
2.3	Judge personal integrity, reliability, honesty, trustworthiness and ethical behavior towards others inside and outside the organization in which they work (@NQF ISR-6),	Evaluation of case analysis in Teams, class presentations,

CLOs		Aligned PLOs
		Group Project evaluation & feedback on discussions.
2...	Justify the understanding and capacity to adapt to change in response to the dynamics of the external and internal organizational environments (@NQF ISR-7),	Evaluation of case analysis in Teams, class presentations, Group Project evaluation & feedback on discussions.
<b>3</b>	<b>Values:</b>	
3.1	Demonstrate effective self-management in terms of time, planning and behavior, motivation, self-starting, individual initiative and enterprise	Discussion-based lectures Home assignments Group Discussion Role Play
3.2	Judge personal integrity, reliability, honesty, trustworthiness and ethical behavior towards others inside and outside the organization in which they work	Discussion-based lectures Home assignments Group Discussion Role Play
3.3	Justify the understanding and capacity to adapt to change in response to the dynamics of the external and internal organizational environments	Discussion-based lectures Home assignments Group Discussion Role Play
3...		

### C. Course Content

No	List of Topics	Contact Hours
1	Introduction to Organizational Behavior: Definition, Other disciplines contributing to OB field, concepts and models, managerial roles and functions in OB, future challenges and opportunities for OB	8
2	Individual in the organization: personality and values, attitude, perception and decision making	12
3	Motivation: Meaning ,definition and theories of motivation; Rewards, reinforcement and motivation; application of motivation to OB	8
4	Leadership: Definition and theories of leadership, challenges of leadership	8

5	Groups in the organization: Meaning, definition, stages of group formation, Group dynamics and organizational performance and Conflict Resolution	8
...		
<b>Total</b>		44

## 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	Outline theories which explain individual and group behaviors and their relationship with the internal functioning of the organization (@NQF K-5),	Lecture	Assignments, Quizzes, Mid – Term and Final Exam
1.2	Memorize theories which explain individual and group behaviors and their relationship with the internal functioning of the organization and Describe the various OB concepts and Models	Lecture	Assignments, Quizzes, Mid – Term, presentation and Final Exam
...	Describe the various motivational concepts and its application to OB. Define the basic concepts of perception and decision making	Lecture Case Studies	Assignments, Quizzes, Mid – Term, Project and Final Exam
<b>2.0</b>	<b>Skills</b>		
2.1	Analyze and synthesize effective problem solving and decision-making using appropriate quantitative and qualitative skills and applying the knowledge described above including identifying, formulating and solving business problems The ability to create, evaluate and assess a range of options together with the capacity to apply ideas and knowledge to a range of business situations (@NQF c-2),	Lecture Case studies Group Discussions	Evaluation of Group Discussions and feedback
2.2	Demonstrate effective self-management in terms of time, planning and behavior, motivation, self-starting, individual initiative and enterprise (@NQF ISR 1),	Discussion-based lectures Home assignments Group Discussion Role Play	Evaluation of case analysis in Teams, class presentations, Group Project evaluation & feedback on discussions
...	Judge personal integrity, reliability, honesty, trustworthiness and ethical behavior towards others inside and outside the organization in which they work (@NQF ISR-6),	Discussion-based lectures Home assignments Group Discussion	Evaluation of case analysis in Teams, class presentations, Group Project evaluation &

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
			feedback on discussions
<b>3.0</b>	<b>Values</b>		
3.1	Demonstrate effective self-management in terms of time, planning and behavior, motivation, self-starting, individual initiative and enterprise	Discussion-based lectures Home assignments Group Discussion Role Play	Discussion-based lectures Home assignments Group Discussion Role Play
3.2	Judge personal integrity, reliability, honesty, trustworthiness and ethical behavior towards others inside and outside the organization in which they work	Discussion-based lectures Home assignments Group Discussion	Discussion-based lectures Home assignments Group Discussion Role Play
...	Justify the understanding and capacity to adapt to change in response to the dynamics of the external and internal organizational environments	Discussion-based lectures Home assignments Group Discussion	Discussion-based lectures Home assignments Group Discussion Role Play

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Home Assignment (At least two)	4 <sup>th</sup> & 8 <sup>th</sup>	5
2	Case Study / Class participation / Presentation	7 <sup>th</sup>	5
3	Mid Term Examination-I	7 <sup>th</sup>	25
5	Quiz (At least two)	4 <sup>th</sup> & 9 <sup>th</sup>	15
6	Final Exam		50

\*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 :**

Office hours : 6 hr/ week

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Stephen, T. Robbins ; Timothy, A. Judge & Elham S. Hasham (2013). Essentials in Organizational Behavior(Arab World Edition),Pearson Education Limited,13/e
<b>Essential References Materials</b>	• Behavioral Intervention Quarterly: ISSN:1072 0847 • Organizational Behavior and Human Decision Processes ISSN: 10959920, 07495978 • Californian Management Review: ISSN: 0008-1256
<b>Electronic Materials</b>	<a href="http://www.wikipedia.com/">http://www.wikipedia.com/</a> <a href="http://college.hmco.com/">http://college.hmco.com/</a> Saudi Digital Library

	<a href="mailto:coursematerial@psau.edu.sa">coursematerial@psau.edu.sa</a> <a href="https://faculty.psau.edu.sa">https://faculty.psau.edu.sa</a>
<b>Other Learning Materials</b>	such as computer-based programs/CD, professional standards or regulations and software

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture room with capacity of at least 25 seat
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Computer with internet connection and unique data sets for each student as per the class size
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	n/a

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Students Feedback through survey:	Students	At the end of each academic semester, students' feedback is taken. A survey form entitled, Course Evaluation Survey (CES) provided by NCAAA is administered by Quality & Development Unit regularly using the Survey Monkey portal. In the CES, Q.No.5 to Q.No.9 reflects the students' opinion on the effectiveness of teaching. Further, students can also provide their feedback on the effectiveness of teaching using the open ended questions given at the end of CES.
Peer-Observation:	Faculty	A senior faculty from the college/department nominated by DC visits the class and observes at least 2-3 classes during the entire semester. Peer observer provides his feedback on a template provided by Deanship of Development & Quality viz. class observation form for



Evaluation Areas/Issues	Evaluators	Evaluation Methods
		developing the teaching learning process.
# Self-Assessment:	Self	At the end of each semester, the course instructor self-reflects his experiences during the semester and prepares the course report, which is discussed at the DC/CC for further improvement

**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) direct

### H. Specification Approval Data

Council / Committee	
Reference No.	
Date	29 <sup>th</sup> September, 2022