Course Specification

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Course Title:	**Group Behaviour in Organization**
Course Code:	**HRM 302**
Program:	**Bachelor**
Department:	**Human Resource Management**
College:	**Business Administration, Al Kharj**
Institution:	Prince Sattam Bin Abdulaziz University , Al Kharj
Version:	**2022-23**
Last Revision Date:	21/03/2023

Table of Contents:

A. General information about the course:

Course Identification				
1. Credit hours:				
2. Course type				
a.	University ☐	College ☒	Department☐	Track☐ Others☐
b.	Required ☒	Elective☐		
3. Level/year at which this course is offered:		9th Trimester		
4. Course general Description 4 credit hours				
5. Pre-requirements for this course (if any): HRM 221				
6. Co- requirements for this course (if any): Not applicable				
7. Course Main Objective(s)				

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	44	100
2.	E-learning		
3.	Hybrid • Traditional classroom • E-learning		
4.	Distance learning		

2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	44
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	44

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

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Define the knowledge of Group and team Behavior in the organizational context and State conceptual Knowledge on group and team synergy.			Assignments, Quizzes, Mid – Term, Project and Final Exam
1.2	List the skills and knowledge of making effective communication and decision with reference to groups			Assignments, Quizzes, Mid – Term, Project and Final Exam
1.3	Describe the leadership styles and their applications and Define power and politics and their uses in the context of work environment.			Assignments, Quizzes, Mid – Term, Project and Final Exam
2.0	Skills			
2.1	Estimate overall understanding of group dynamics as well as synergy and their importance in work-place management			Evaluation of Group Discussions and feedback
2.2	Plan and design ability to negotiate and resolve differences			Evaluation of Group Discussions and feedback
2.3 Evaluation of Group Discussions	Demonstrate the ability to work in groups with reference to work organization and develop cross-cultural sensitivity			Evaluation of case analysis in Teams, class presentations, Group Project evaluation &

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Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
and feedback				feedback on discussions.
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate the ability to work in groups with reference to work organization and develop cross- cultural sensitivity			Discussion-based lectures Home assignments Group Discussion
3.2				
...				

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction to Group Behavior & Group Dynamics: Definition, Processes of Group Development and Stages, Theories of group formation, Group properties; Group vs Teamwork team and types	8
2.	Communication and Group Decision: Definition, directions and process; communication barriers; effective Decision making process	8
3.	Leadership: Contemporary issues and roles of leadership, implications for managers	8
4.	Power and politics: definition, types and bases of power; power in groups; politics and impression management	8
5.	Negotiation and Stress Management: negotiation issues, strategies, process and its implications for managers, stress, sources of stress, consequences of stress and managing stress.	12
	Total	44

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Home Assignment (At least two)	3rd and 9th	5%

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
2.	Case Study / Class participation / Presentation	7th	5%
3.	Mid Term Examination-I	7th	2%
4.	Quiz (At least two)	3rd and 9th	15%
5	Final Examination	12th	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	R Required Text(s): S Stephen, T. Robbins ; Timothy, A. Judge & Elham S. Hasham (2013). Essentials in Organizational Behavior(Arab World Edition),Pearson Education Limited. – Pearsons,13/e
Supportive References	(Journals, Reports, etc.) N. Adler & A.Gundersen, (2008), 'International dimensions of OB' 5th Thomson Higher Education, edition. • Fred,Luthans (2011)," Organizational Behavior:An Evidence Based Approach" McGraw Hill 12th edition. • Jossey & Bass (1996) "Individual differences and behaviors in organization"McGraw Hill-8 th edition. • E. E. Umpheress & G. Labianaca, (2003)"Organization Sciences", Mc Graw Hill, 3rd
Electronic Materials	(eg. Web Sites, Social Media, Blackboard, etc.) http://college.hmco.com Emerald/Ebsco data base www.Wickipedia.com www.Google.com
Other Learning Materials	such as computer-based programs/CD, professional standards or regulations and software. Multimedia resources associated with the text book and the relevant websites

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
Technology equipment (projector, smart board, software)	(AV, data show, Smart Board, software, etc.) Computer with internet connection and unique data sets for each student as per the class
Other equipment (depending on the nature of the specialty)	

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment 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 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.

Assessment Areas/Issues	Assessor	Assessment Methods
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	21/03/2023