



Course Code BADM 234	Course Title Organisational Behaviour	Credits (ECTS) 6
Department Management/MIS	Semester Fall / Spring	Prerequisites Sophomore Standing
Type of Course Required	Field Business Administration	Language of Instruction English
Level of Course 1 st cycle	Year of Study 2 nd	Lecturer Dr Nicos Kartacoulis Dr. Maria Michailidis
Mode of Delivery Face-to face	Work Placement N/A	Co-requisites No
Recommended Optional Programme Components: N/A		

Objectives of the Course:

The main objectives of the course are to:

- Collect and analyze data for the purpose of resolving an issue(s) directly related to organizational behaviour.
- Undertake, complete and submit a project using appropriate planning, methodological, evaluative and presentational techniques.
- Develop competencies, together with intrapersonal and interpersonal skills, through participation in a group project.
- Analyze the influence of students own background and behavior and develop student sensitivity to others.
- Critically evaluate the nature and effects of preconceptions and
- Confidently interacted with others in a number of organizational settings.
- Develop a range of core (or transferable) skills, including: communication - orally and in writing problem – solving learning to learn (use of resources) and team-working.

Learning Outcomes

After completion of the course students are expected to be able to:

1. **Discuss individual behavior, values and personality** (students should be able to describe the multidisciplinary origins of the study of organizational behaviour, describe some of the factors that influence personality and apply and/or give examples of at least 4 theories of human motivation).
2. **Summarize the perceptions, learning, emotions, attitudes, and motivation in organizations** (students should acquire knowledge in applying motivational theories to resolve problems of employee absenteeism, turnover, stress, job satisfaction, job performance and organizational commitment).
3. **Discuss high performance team development and explore the foundations of team dynamics.** (Students should acquire knowledge on organizational factors affecting teams, recognize organizational cultures in which groups function).
4. **Discuss high performance team development** (students should acquire knowledge describe the way teams contribute to the organization describe the methods for team formation, recognize the stages of team development, describe the factors affecting selection of team members, distinguish between team norms and team roles and describe decision-making processes within teams).
5. **Communicating in teams and organizations** (students should acquire abilities and in identifying why effective communication systems are particularly important in a pluralistic, multicultural workforce).
6. **Compare and contrast power and influence in organizations** (students should acquire knowledge of the different forms of power and how its influence the organization performance, explain the difference between equity and equality from a coalition formation perspective , students should be able to demonstrate an ability to apply the dependence theory of power in simulated exercises and class activities).
7. **Explain the difference between equity and equality from a coalition formation perspective** (students should be able to demonstrate an ability to apply the dependence theory of power in simulated exercises and class activities).
8. **Define leadership in organizational settings** (students should acquire knowledge in applying Vroom's situational leadership theory to the diagnosis and resolution of real leadership problems and define organizational politics ,analyze organizational leadership positions in order to determine a leader's source of power and give examples of how political behaviors permit employees to implement their values (projects, programs) within the organization).
9. **Analyze organizational structure and design** (students should acquire knowledge on different organizational structures, their advantages and disadvantages).
10. **Describe applied performance practices and stress management** (students should develop skills in handling stress and also identify the different form of stress).
11. **Explain the dynamics of organizational change** (students should come across with the dimensions of organizational change and how it could influence the performance of an organization).

12. **Identify major issues in organizational change** (students should acquire knowledge on the area of organizational change, different cases studies on current examples would be utilize in order to help the students critical analyze the impacts of organizational change.

Course Contents:

- 1. What is Organizational Behavior:** Define *organizations* and describe their basic characteristics. Explain the concept of organizational behavior and describe the goals of the field, describe what managers do to accomplish goals. Contrast the *classical viewpoint* of management with that which the *human relations movement* advocated. Describe the *contemporary contingency approach* to management. Explain what managers do—their roles, activities, agendas for action, and thought processes.
- 2. Foundations of Individual Behavior:** Define *personality* and discuss its general role in influencing organizational behavior. Describe the dispositional, situational, and interactionist approach to organizational behavior. Discuss the Five-Factor Model of personality. Discuss the consequences of *locus of control*, *self-monitoring*, and *self-esteem*. Discuss *positive* and *negative affectivity*, *proactive personality*, *general self-efficacy*, and *core self-evaluations*. Define *learning* and describe what is learned in organizations. Explain when to use immediate versus delayed reinforcement and when to use continuous versus partial reinforcement. Distinguish between *extinction* and *punishment* and explain how to use punishment effectively. Explain social learning theory. Describe the various organizational learning practices.
- 3. Values, Attitudes and Job Satisfaction:** Define *perception* and discuss some of the general factors that influence perception. Explain Bruner's model of the perceptual process and describe the main biases in person perception. Describe how people form *attributions* about the causes of behavior. Discuss various biases in attribution. Discuss the concepts of *workforce diversity* and valuing diversity. Discuss how racial, ethnic, gender, and age *stereotypes* affect organizational behavior and what organizations can do to manage diversity. Define *trust* perceptions and *perceived organizational support* and discuss how organizations can foster positive perceptions of trust and support. Discuss how perception and perceptual biases affect the outcomes of selection interviews and performance appraisals and describe some techniques to improve the accuracy of them.
- 4. Personality and Emotions:** Describe how people form *attributions* about the causes of behavior. Discuss various biases in attribution. Discuss the concepts of *workforce diversity* and valuing diversity. Discuss how racial, ethnic, gender, and age *stereotypes* affect organizational behavior and what organizations can do to manage diversity. Define *trust* perceptions and *perceived organizational support* and discuss how organizations can foster positive perceptions of trust and support. Discuss how perception and perceptual biases affect the outcomes of selection interviews and performance appraisals and describe some techniques to improve the accuracy.
- 5. Perception and Individual Decision-Making:** Define *attitudes* and explain how people develop and change attitudes. Explain the concept of *job satisfaction* and discuss some of its key contributors, including discrepancy, fairness, disposition, mood, and emotion in promoting job satisfaction. Outline the various consequences of job satisfaction and

explain the relationship between job satisfaction and absenteeism, turnover, performance, organizational citizenship behavior, and customer satisfaction. Differentiate *affective*, *continuance*, and *normative commitment* and explain how organizations can foster organizational commitment.

- 6. Motivation Concepts and Applications:** Define motivation, discuss its basic properties, and distinguish it from performance. Compare and contrast *intrinsic* and *extrinsic motivation*. Explain and discuss the different factors that predict *performance* and define *general cognitive ability* and *emotional intelligence*. Explain and discuss *need theories* of motivation. Explain and discuss *expectancy theory*. Explain and discuss *equity theory*. Explain and discuss *goal setting theory*. Discuss the cross-cultural limitations of theories of motivation. Summarize the relationship among the various theories of motivation, performance, and job satisfaction.
- 7. Understanding Group Behavior and Teams Communication:** Define *groups* and distinguish between *formal* and *informal groups*. Discuss group development. Explain how group size and member diversity influence what occurs in groups. Review how *norms*, *roles*, and *status* affect social interaction. Discuss the causes and consequences of *group cohesiveness*. Explain the dynamics of *social loafing*. Discuss how to design and support *self-managed teams*. Explain the logic behind *cross-functional teams* and describe how they can operate effectively. Understand *virtual teams* and what makes them effective.
- 8. Power and Politics.** Define *power* and review the bases of individual power. Explain how people obtain power in organizations. Review various influence tactics. Provide a profile of power seekers. Define *organizational politics* and discuss its various forms. Define *ethics* and review the ethical dilemmas that managers face. Define *sexual harassment* and discuss what organizations can do to prevent it and how they should respond to allegations.
- 9. Conflict and Organization Structure** Define *interpersonal conflict* and review its causes in organizations. Explain the *types of conflict* and the process by which conflict occurs. Discuss the various *modes of managing conflict*. Review a range of *negotiation techniques*. Discuss the merits of *stimulating conflict*.
- 10. Organizational Change and Stress Management** Explain the environmental forces that motivate organizational change and describe the factors that organizations can change. Explain how organizations learn and what makes an organization a *learning organization*. Describe the basic change process and the issues that require attention at various stages of change. Explain how organizations can deal with *resistance to change*. Define *organizational development* and discuss its general philosophy. Define *innovation* and discuss the factors that contribute to successful organizational innovation.

Teaching Methods

PowerPoint Lectures, practical exercises, class activities, role play.

Assessment Methods

Students' PowerPoint presentations, assignments, exercises , Midterm exam, Final exam.

Required Textbooks

- Joseph E Champoux, Our feature presentation: Organizational Behavior, 2005, Thomson, ISBN 978-0324236187
- Robbins, P. Stephen, Organizational Behavior 13th edition, New Jersey; Prentice-Hall International. 2009, ISBN 9780136007173

Recommended Textbooks/Reading

- ◇ Schermerhorn, Hunt and Osborn, Organizational Behavior, John Wiley, 7th edition, 2001, ISBN 978-0471435716
- ◇ Nelson, D and Campbell J ,Understanding Organizational Behavior, Thomson, 3rd edition, 2007, ISBN 978-0324423020