

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	Business		
<b>ACADEMIC UNIT</b>	Management		
<b>LEVEL OF STUDIES</b>	1 <sup>st</sup> Cycle		
<b>COURSE CODE</b>	BADM-234	<b>SEMESTER</b>	Fall/Spring
<b>COURSE TITLE</b>	Organizational Behavior		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		2.5	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	specialised general knowledge		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	English		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>			
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>After completion of the course students are expected to be able to:</p> <ul style="list-style-type: none"> <li>• Distinguish between dependent and independent variables in Organizational Behavior (OB) and understand the key relationships between them.</li> <li>• Describe the impact of individual characteristics on behavior within organizations.</li> <li>• Discuss methods for measuring attitudes and characteristics of job satisfaction.</li> <li>• Present key personality models and explain their relevance to OB.</li> <li>• Define values and explain how they may influence behavior.</li> <li>• Explain the concept of perception and discuss its impact on individual decision-making.</li> <li>• Outline major motivation theories and discuss how motivation affects behavior.</li> </ul>

- Discuss the foundations of group behavior.
- Recognize the importance of communication and apply its key principles.
- Define leadership and analyze major leadership theories.
- Outline key aspects of conflict and negotiation, and apply main conflict resolution techniques.
- List major emotions and discuss their relation to behavior and stress management.
- Identify major issues in Human Resource policies and practices.

### General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

Search for, analysis and synthesis of data and information, with the use of the necessary technology  
 Adapting to new situations  
 Decision-making  
 Working independently  
 Team work  
 Working in an international environment  
 Working in an interdisciplinary environment  
 Production of new research ideas  
 Respect for difference and multiculturalism  
 Showing social, professional and ethical responsibility and sensitivity to gender issues  
 Criticism and self-criticism  
 Production of free, creative and inductive thinking

### (3) SYLLABUS

- What Is Organizational Behavior?
- Foundations of Individual Behavior
- Attitudes and Job Satisfaction
- Personality and Values
- Perception and Individual Decision Making
- Motivation Concepts and Applications
- Foundations of Group Behavior
- Communication
- Leadership
- Conflict and Negotiation

- Emotions and Stress Management
- Human Resource Policies and Practices

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<i>Use of ICT in teaching / Χρήση ΤΠΕ</i> <i>Communication with students / Επικοινωνία με Φοιτητές</i>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures (including interactive teaching)	35
	Study and analysis of bibliography	40
	Assignment/Homework	35
	Exam Preparation	40
	Course total	<b>150</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Attendance and Participation, Assignment, Midterm Exam, Final Exam.	

#### (5) ATTACHED BIBLIOGRAPHY

Required Textbooks / Reading:				
Title	Author(s)	Publisher	Year	ISBN
Organizational Behavior, 19 <sup>th</sup> edition	Robbins, P. Stephen and Timothy A. Judge	Pearson	2023	9781292450025

**Recomended Textbooks / Reading:**

<b>Title</b>	<b>Author(s)</b>	<b>Publisher</b>	<b>Year</b>	<b>ISBN</b>
Organizational Behavior, 10 <sup>th</sup> Edition	McShane, Steven and Von Glinow, Mary Ann	McGraw-Hill Education	2023	9781266108099
Organizational Behavior: An Evidence-Based Approach Fourteenth Edition ( <i>Ebook</i> )	Fred Luthans	Charlotte, NC: Information Age Publishing	2021	9781648021251. 9781648021275