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| **Approved Date:** |  | **Philadelphia University** |
| **Issue:** 1 | **Faculty:** Business |
| **Credit Hours:** 3 hours | **Department:** Business Administration |
| **Degree:** Bachelor | **Course Syllabus** | **Academic Year:** 2024/2025 |

**Course Information**

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| --- | --- | --- | --- | --- | --- |
| **Prerequisite** | | **Course Title** | | | **Course No.** |
| **Management princples** | | **Organizational behaviour** | | | **0330213** |
| **Room No.** | **Class Time** | | | **Course Type** | |
| **32305** | **09:45-11:00** | | | Univirsity Requirement  Fuclty Requirement  Major Requirement  Elective Compulsory | |
| **Hours No.\*** | | | **Course Level\*** | | |
| **90** | | | | * 6th 7th  8th  9th | |

**Instructure Information**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **E-mail** | **Office Hours** | **Phone No.** | **Office No.** | **Name** |
| **malnadi@philadelphia.edu.jo** | **Monday**  **12:00-1:00** | 2558 | 32420 | **Dr. Mohammad Alnadi** |

**Course Delivery Method**

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| --- | --- | --- | --- |
| **Blended Online Physical** | | | |
| **Learning Model** | | | |
| **Physical** | **Asynchronous** | **Synchronous** | **Percentage** |
|  |  | **100%** |

**Course Description**

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| This course is designed to provide students with an understanding of the individual, group, and human behavior in organizations. The focus is on providing an understanding of how organizations can be managed more effectively and enhancing the quality of employees' work life. Topics will include Organizational Behaviors, Diversity, Attitudes and Job Satisfaction, Personality, and Values, Perceptions, Motivation Concepts, Communication, and Leadership. Concepts associated with continuous improvements in individual and group processes are discussed to support the understanding of management and organizational behavior. |

**Course Learning Outcomes**

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| **Corresponding Program Outcomes** | **Outcome** | **Number** |
| **Knowledge** | | |
| **Kp2** | Demonstrate the importance of interpersonal skills in the workplace. | **K1** |
| **Kp1** | Define the major job attitudes and define job satisfaction*.* | **K2** |
| **Kp1** | Compare the early theories of motivation. | **K3** |
| **Kp2** | Describe the contemporary theories of leadership and their relationship to foundational theories. | **K4** |
| **Skills** | | |
| **Sp1** | Students will demonstrate strong oral communication skills through delivering professional presentations, participating in discussions, and leading meetings on organizational behaviour topics. | **S1** |

**Learning Resources**

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| * Robbins, S. P. & Judge, T. A., (2023). *Organizational behavior*. 19th edition. Pearson. | **Course Textbook** |
| * Newstrom، John W. (2015). *Organizational behavior : human behavior at work*, Boston: McGraw – Hill Education. * Kinicki، Angelo، و Fugate، Robert (2012). Organizational behavior: key concepts, skills & best practices, Boston: McGraw-Hill/ Irwin. * مساعده، ماجد عبد المهدي (2021). *السلوك التنظيمي*, عمان: دار المسيرة للنشر. * المغربي، محمد الفاتح محمود بشير (2016). *السلوك التنظيمي*, عمان: دار الجنان للنشر والتوزيع. | **Supporting References** |
| [www.ebsco.com](http://www.ebsco.com)  <http://library.philadelphia.edu.jo/ST_EN.htm>  <https://bit.ly/3vblsIH> (APA7 Referencing) | **Supporting Websites** |
| **Classroom**  **laboratory Learning Platform Other** | **Teaching Environment** |

**Meetings and Subjects Time Table**

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| --- | --- | --- | --- | --- |
| **Learning Material** | **Task** | **Learning Method\*** | **Topic** | **Week** |
| * Syllabus | * Introduce the instructor * Meet students * Class ground rules * Syllabus introduction | * Orientation | * Course introduction | **1** |
| * Chapter 1 | * Read chapter * Discussions * Mind mapping and Brainstorming | * Lecture * Collaborative learning * Problem solving based learning | * Demonstrate the Importance of Interpersonal Skills in the Workplace * Describe the Manager’s Functions, Roles, and Skills * Effective Versus Successful Managerial Activities | **2** |
| * Chapter 1 | * Read chapter * Discussion * Video | * Lecture * Collaborative learning | * Complementing Intuition with Systematic Study * Identify the Major Behavioral Science Disciplines That Contribute to OB * Identify the Challenges and Opportunities of OB Concepts | **3** |
| * Chapter 1 | * Read chapter * Discussion * Mind mapping and Brainstorming * **Homework 1** | * Lecture * Collaborative learning | * Identify the Challenges and Opportunities of OB Concepts * Outcome Variables * Implications for Managers | **4** |
| * Chapter 2 * Jordanian Employment law | * Read chapter * Discussion | * Problem solving based learning * Lecture * Collaborative learning | * Workplace Discrimination and Organizational Effectiveness * Biographical Characteristics and Organizational Behavior * Other Characteristics and Organizational Behavior * Intellectual and Physical Abilities and OB | **5** |
| * Chapter 2 * Research Article. | * Read chapter * Discussions * **Quiz** | * Lecture * Collaborative learning | * Intellectual and Physical Abilities and OB * Describe How Organizations Manage Diversity Effectively * Implications for Managers | **6** |
| * Chapter 3 | * Read chapter * Discussions | * Lecture * Collaborative learning | * Contrast the Three Components of an Attitude * Summarize the Relationship Between Attitudes and Behavior * Compare the Major Job Attitudes | **7** |
| * Chapter 3 | * Read chapter * Discussions | * Lecture * Collaborative learning | * Define Job Satisfaction * Summarize the Main Causes of Job Satisfaction * Four Employee Responses to Dissatisfaction | **8.a** |
| **Mid term Exam** | | | | **8.b** |
| * Chapter 7 | * Read chapter * Discussion * Mind mapping and Brainstorming | * Lecture * Collaborative learning * Problem solving based learning | * Describe the Three Key Elements of Motivation * Compare the Early Theories of Motivation * Self-Determination Theory vs. Goal-Setting Theory | **9** |
| * Chapter 7 | * Read chapter * Group Discussion * One minute paper | * Lecture * Collaborative learning | * Self-Efficacy, Reinforcement, and Expectancy Theory * Forms of Organizational Justice * Implications of Job Engagement for Management | **10** |
| * Chapter 12 | * Read chapter * Discussion * **Homework 2** | * Lecture * Collaborative learning * Problem solving based learning | * Summarize the Conclusions of Trait Theories of Leadership * Central Tenets and Main Limitations of Behavioral Theories | **11** |
| * Chapter 12 | * Read chapter * Moc-prsentation * Peer review | * Lecture * Flipped class | * Contrast Contingency Theories of Leadership * Contemporary Theories of Leadership | **12** |
| * Chapter 12 | * Read chapter * Discussions * Video | * Lecture * Collaborative learning | * Role of Leaders in Creating Ethical Organizations * Positive Leadership * Challenges to our Understanding of Leadership | **13** |
| * Chapter 13 | * Read chapter * Group Discussion | * Lecture * Collaborative learning   Problem solving based learning | * Contrast leadership and power. * Explain the three bases of formal power and the two bases of personal power. * Explain the role of dependence in power relationships. | **14** |
| * Chapter 13 | * Read chapter * Moc-prsentation * Peer review | * Lecture * Flipped class | * Identify the causes and consequences of abuse of power. * Describe how politics work in organizations. * Identify the causes, consequences, and ethics of political behavior. | **15** |
| **Final Exam** | | | | **16** |

\*Includes: lecture, flipped Class, project based learning, problem solving based learning, collaboration learning.

**Course Contributing to Learner Skill Development**

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| **Using Technology** |
| * Students will use several offline software (i.e Microsoft Office) or online software (i.e Prezi and Google Slides) to deliver their presentations. * Students will use the internet search engines to capture needed data and information to perform their assignments. * Students will use the electronic email for submitting the required documents. |
| **Communication Skills** |
| * Students will develop their verbal and nonverbal communication skills by participating in classroom activities, group work, and presentations. * Students will use creative and critical thinking while participating in classroom discussions, solving issues, and performing various assignments. |
| **Application of Concept Learnt** |
| * Students will reflect on the acquired knowledge of organizational behaviour concepts, principles, and models using Adult Learning Methods (i.e Experiential and project-based learning). |

**Assessment Methods and Grade Distribution**

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| --- | --- | --- | --- |
| **Course Outcomes**  **to be Assessed** | **Assessment Time**  **(Week No.)** | **Grade** | **Assessment Methods** |
| **K1, K2, K3 S3** | **8th week** | **30 %** | **Mid Term Exam** |
| **S1, S2, S3, C1** | **Continuous** | **30 %** | **Term Works\*** |
| **K3, K4, K5, K6 S3** | **16th week** | **40 %** | **Final Exam** |
|  |  | **100%** | **Total** |

\* Include: quizzes, in-class and out of class assignment, presentations, reports,

videotaped assignment, group or individual project.

**Alignment of Course Outcomes with Learning and Assessment Methods**

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| --- | --- | --- | --- |
| **Assessment Method\*\*** | **Learning Method\*** | **Learning Outcomes** | **Number** |
| **Knowledge** | | | |
| * Exam * In-class Activities | * Lecture * Collaborative learning * Problem solving based learning | Demonstrate the importance of interpersonal skills in the workplace. | **K1** |
| * Exam * In-class Activities | * Lecture * Collaborative learning * Problem solving based learning | Define the major job attitudes and define job satisfaction*.* | **K2** |
| * Exam * In-class Activities | * Lecture * Collaborative learning | Compare the early theories of motivation. | **K3** |
| * Exam * In-class Activities * Assignment | * Lecture * Collaborative learning * Problem solving based learning | Describe the contemporary theories of leadership and their relationship to foundational theories. | **K4** |
| **Skills** | | | |
| * Exam * In-class activities * Presentation * Role play * Group Assignment | * Collaborative learning * Project based learning * Flipped class | Students will demonstrate strong oral communication skills through delivering professional presentations, participating in discussions, and leading meetings on organizational behaviour topics. | **S1** |

\*Include: lecture, flipped class, project based learning, problem solving based learning, collaboration learning.

\*\* Include: quizzes, in-class and out of class assignments, presentations, reports, videotaped assignments, group or individual projects.

**Course Polices**

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| **Policy Requirements** | **Policy** |
| The minimum pass for the course is (50%) and the minimum final mark is (35%). | **Passing Grade** |
| * Anyone absent from a declared semester exam without a sick or compulsive excuse accepted by the dean of the college that proposes the course, a zero mark shall be placed on that exam and calculated in his/her final mark. * Anyone absent from a declared semester exam with a sick or compulsive excuse accepted by the dean of the college that proposes the course must submit proof of his/her excuse within a week from the date of the excuse’s disappearance, and in this case, the subject teacher must hold a compensation exam for the student. * Anyone absent from a final exam with a sick excuse or a compulsive excuse accepted by the dean of the college that proposes the material must submit proof of his/her excuse within three days from the date of holding that exam. | **Missing Exams** |
| The student is not allowed to be absent more than (15%) of the total hours prescribed for the course, which equates to six lecture days (n t) and seven lectures (days). If the student misses more than (15%) of the total hours prescribed for the course without a satisfactory or compulsive excuse accepted by the dean of the faculty, he is prohibited from taking the final exam and his/her result in that subject is considered (zero), but if the absence is due to illness or a compulsive excuse accepted by the dean of the college that The article is introduced, it is considered withdrawn from that article, and the provisions of withdrawal shall apply to it. | **Attendance** |
| Philadelphia University pays special attention to the issue of academic integrity, and the penalties stipulated in the university's instructions are applied to those who are proven to have committed an act that violates academic integrity, such as cheating, plagiarism (academic theft), collusion, intellectual property rights. | **Academic Integrity** |

**Program Learning Outcomes to be Assessed in this Course**

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| --- | --- | --- | --- | --- |
| **Targeted Performance level** | **Assessment Method** | **Course Title** | **Learning Outcome** | **Number** |
| 60 % of students get a grade of 7 or above. | Multiple choice questions (MCQ) | Organizational Behavior | Definition of terms, principles, and basic theories in business administration. | **Kp1** |

**Description of Program learning Outcomes Assessment Method**

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| **Detailed Description of Assessment** | **Number** |
| Multiple-choice assessment of ten marks in the **tenth** week of the semester. | **Kp1** |

**Assessment Rubric of the Program Learning Outcomes**

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| **Kp1:** A multiple-choice question (MCQ) is an assessment item consisting of a stem, which poses the question or problem, followed by a list of possible responses, also known as options or alternatives. One of the alternatives will be the correct or best answer, while the others are the incorrect or less correct answers. |