

Course Title: Organizational Behaviour

Course Category: PS652 **Schedule of Offering:** 3rd Semester

Course Credit Structure: 4 Credits

Lecture: 4 Hours per week

Contact Hours per week: 4 Hours per week

Course Instructor: TBA

1. Introduction:

Organizational Behaviour (OB), a specialization course, introduces a detailed description of OB. The course further explores persons in organizations at an individual and collective level. The course also examines as to how persons in organizations can be influenced through effective communication, motivational and leadership strategies. Finally, this course examines various organizational processes such as culture of organizations, organizational conflicts, etc.

1. Course Objectives

To introduce students:

1. The nature of OB and its modern-day opportunities and challenges.
2. The way individuals differ from one another in organizations.
3. Various ways with which individuals in organizations can be motivated, effectively communicated and influenced.
4. The organizational process such as organizational conflicts and their resolutions, organizational culture and designs.

2. Pre-requisites:

Registration as student in M. Sc. Applied Psychology program.

3. References:

Aamodt, M. G. (1996). *Applied Industrial/Organizational Psychology* (2nd Ed.). Pacific Grove: Brooks/Cole Publishing Co.

Robbins, S. P., & Judge, T. A. (2017). *Essentials of organizational behaviour* (13th ed.). Noida: Pearson India.

Robbins S. P. (1996) *Organizational Behavior: Concepts; Controversies, Applications*. Englewood Cliffs N. J.: Prentice Hall.

Schermerhorn J. R. Jr., Hunt J. G., and Osborn R. N. (1997). *Organizational Behavior* (6th Ed.) New York: John Willey & Sons.

Spector P. E., (1996) *Industrial and Organizational Psychology: Research and Practice*. New York: John Willey & Sons.

4. Module-wise topics:

Module 1: Introduction to Organizational Behavior (5 sessions)

Topics:

- What is OB?
- OB as an interdisciplinary field
- Challenges and opportunities for OB

Readings:

Aamodt, M. G. (1996). *Applied Industrial/Organizational Psychology* (2nd Ed.). Pacific Grove: Brooks/Cole Publishing Co.

Robbins, S. P., & Judge, T. A. (2017). *Essentials of organizational behaviour* (13th ed.). Noida: Pearson India.

Robbins S. P. (1996) *Organizational Behavior: Concepts; Controversies, Applications*. Englewood Cliffs N. J.: Prentice Hall.

Module 2: Understanding Individuals in organizations (11 sessions)

Topics:

- Workplace diversity
- Attitudes in jobs
- Emotions at work
- Values and personality
- Perception and decision process

Readings:

Aamodt, M. G. (1996). *Applied Industrial/Organizational Psychology* (2nd Ed.). Pacific Grove: Brooks/Cole Publishing Co.

Robbins, S. P., & Judge, T. A. (2017). *Essentials of organizational behaviour* (13th ed.). Noida: Pearson India.

Robbins S. P. (1996) *Organizational Behavior: Concepts; Controversies, Applications*. Englewood Cliffs N. J.: Prentice Hall.

Schermerhorn J. R. Jr., Hunt J. G., and Osborn R. N. (1997). *Organizational Behavior* (6th Ed.) New York: John Wiley & Sons.

Module 3: Motivating Others (10 sessions)

Topics:

- Definitions of motivation
- Theories of motivation
- Motivating by job design: the job characteristics model

Readings:

Aamodt, M. G. (1996). *Applied Industrial/Organizational Psychology* (2nd Ed.). Pacific Grove: Brooks/Cole Publishing Co.

Robbins, S. P., & Judge, T. A. (2017). *Essentials of organizational behaviour* (13th ed.). Noida: Pearson India.

Robbins S. P. (1996) *Organizational Behavior: Concepts; Controversies, Applications*. Englewood Cliffs N. J.: Prentice Hall.

Schermerhorn J. R. Jr., Hunt J. G., and Osborn R. N. (1997). *Organizational Behavior* (6th Ed.) New York: John Willey & Sons.

Module 4: Communicating in Groups and Teams (12 sessions)

Topics:

- Communication process
- Organizational communication
- Models of communication
- Persuasive communication
- Barriers to effective communication

Readings:

Aamodt, M. G. (1996). *Applied Industrial/Organizational Psychology* (2nd Ed.). Pacific Grove: Brooks/Cole Publishing Co.

Robbins, S. P., & Judge, T. A. (2017). *Essentials of organizational behaviour* (13th ed.). Noida: Pearson India.

Robbins S. P. (1996) *Organizational Behavior: Concepts; Controversies, Applications*. Englewood Cliffs N. J.: Prentice Hall.

Schermerhorn J. R. Jr., Hunt J. G., and Osborn R. N. (1997). *Organizational Behavior* (6th Ed.) New York: John Willey & Sons.

Spector P. E., (1996) *Industrial and Organizational Psychology: Research and Practice*. New York: John Willey & Sons.

Module 5: Transformation of Groups to Teams and Influencing Teams (12 sessions)

Topics:

- Differences between groups and teams
- Defining and classifying groups
- Leadership and trust: definitions and theories of leadership
- Finding and moulding effective leaders

Readings:

Aamodt, M. G. (1996). *Applied Industrial/Organizational Psychology* (2nd Ed.). Pacific Grove: Brooks/Cole Publishing Co.

Robbins, S. P., & Judge, T. A. (2017). *Essentials of organizational behaviour* (13th ed.). Noida: Pearson India.

Robbins S. P. (1996) *Organizational Behavior: Concepts; Controversies, Applications*. Englewood Cliffs N. J.: Prentice Hall.

Schermerhorn J. R. Jr., Hunt J. G., and Osborn R. N. (1997). *Organizational Behavior* (6th Ed.) New York: John Willey & Sons.

Module: Organizational Process (10 sessions)

Topics:

- Conflicts in organizations
- Organizational design
- Organizational culture

Readings:

Robbins, S. P., & Judge, T. A. (2017). *Essentials of organizational behaviour* (13th ed.). Noida: Pearson India.

Robbins S. P. (1996) *Organizational Behavior: Concepts; Controversies, Applications*. Englewood Cliffs N. J.: Prentice Hall.

Schermerhorn J. R. Jr., Hunt J. G., and Osborn R. N. (1997). *Organizational Behavior* (6th Ed.) New York: John Wiley & Sons.

6.Pedagogy

Teaching methods are expected to encourage proactive involvement of students and high level of participation, thus, shall involve interactive lectures (40%), independent learning (40%), and cooperative learning (20%). The interactive learning component will consist of lecture sessions, classroom exercises, and discussions. The independent learning component, on the other hand, shall include such exercises as independent reading and doing individual assignments in the form of behavioural assessments, behavioural intervention plan development, etc. Finally, the cooperative learning component involves doing assignments in groups.

It is envisaged that students will be guided to read, think, solve problems and actively participate in the learning process. This shall be attained through a mix of teaching methods, such as, lectures, projects, assignments, case studies, individual and group presentations, discussion, and fieldwork.

7.Evaluation Pattern

Both formative (periodic assignments and projects) and summative (mid semester and final examinations) evaluation will be used.

The breakdown of the evaluation shall be as follows.

Class Participation and Attendance	5%
Term Paper	10%
Individual Assignment (including Presentations)	10%
Group Assignments (including Presentation)	5%
Mid semester Examination	20%
Final Examination	50%
Total	100%