American University of Ras Al Khaimah

AURAK Syllabus

Course & Instructor Information

Course Title: Organizational Behavior

Course Code: MGMT 401

Credit Hours: 3.0

Prerequisite course(s) and/or co-requisite courses, if applicable:

Course Description:

This course applies essential organizational behavior and leadership theories and concepts to organizational practices. It examines the complexities of human behavior in a range of organizational work settings under rapidly changing business environment. Individual personality, group/team dynamics, motivation, performance, communication, and leadership concepts are examined in depth, and in the context of current organizational practices.

Additional Information about the course:

This course is not an online course.

Prerequisite course(s) and/or co-requisite courses, if applicable: Completion of 90 Credits

Course Textbooks and Materials:

General Textbook:

Stephen P. Robbins San and Timothy A. Judge, Organizational Behavior, 2022, 19th edition, Pearson (February 1, 2022), ISBN-13: 9780137474646, ISBN-13: 9780137687206

Core Text 1: Organizational Behavior

Stephen Robbins, and Timothy A. Judge, Organizational Behavior, 2018, 18th Edition, Pearson, ISBN-10: 0134729323, ISBN-13: 978-0134729329

Core Text 2: Leadership

Richard L. Daft, The Leadership Experience, 7th Edition, published: © 2018, Print ISBN: 9781337102278

Other Resources:

Mahdi Abaker, M.O.S., Kemp, L., Cho, B.Y. and Patterson, L. (2023), "The perceptions of diversity management and employee performance: UAE perspectives", *Employee Relations*, Vol. 45 No. 6, pp. 1476-1491. https://doi.org/10.1108/ER-11-2022-0523

Abaker, M.O.S.M., Louise, P., and Cho, B.Y. (2023), 'Gender managerial obstacles in private organizations: The UAE case', *Gender in Management,* Vol. 38 No. 4, pp. 454-470. https://doi.org/10.1108/GM-04-2022-0143

Linzi Kemp, Norita Ahmad, Mohamed-Osman Abaker, Sabir Haque. Policy Paper 62 (2023). Women in Organizations: From Theory to Practice in the United Arab Emirates — Ras Al Khaimah and the Northern Emirates, February, https://publications.alqasimifoundation.com/en/women-in-organizations-from-theory-to-practice-in-the-united-arab-emirates-ras-al-khaimah-and-the-northern-emirates

Da Sowmya, D., Chandrasekaran, A., and Patterson, H. L. 'An Empirical Study of Leadership Styles in the UAE Human Resource Strategy', Academy of Strategic Management Journal, 2018 Vol: 17 Issue: 6

Bennis, W. and Thomas, R. (2002) Crucibles of Leadership, HBR, 39-45. .

Collins, J. Level 5 (2001) Level 5 Leadership, HBR January, 66-76.

Goleman, D. (2000, Mar-Apr). Leadership That Gets Results. Harvard Business Review

Web Resources:

Not applicable.

Course Learning Outcomes (CLOs)

Course Learning Outcomes At the end of this course, students should be able to:	
CLO 1	Evaluate the behavior of individuals and groups in organizations.
CLO 2	Compare and contrast traditional and modern theories of leadership.
CLO 3	Analyze the impact of individual personality, perception, values and motivation on behavior within organization.

CLO 4	Apply organizational behavioral theories, models and concepts to current organizational practices.
CLO 5	Evaluate the dynamics for being an effective team leader and leading change in organizations.

Program Learning Outcomes (PLOs) and Mapping Course to Program Outcomes

Please see the APPENDIX for the Course to Program Learning Outcomes Mapping.

Assessment Activities

The dates for quizzes, exams, and submission of assignments are specified in the schedule. You will be graded in this class based on the number of points you earn for quizzes, exams written assignments, or other activities, including your class participation. Keep track of your scores in Blackboard.

Assessment Activities and Grading Weight	Assignment 30%	Quiz 20%	Mid-term Exam 20%	Final Exam 30%
CLO 1	X	X		
CLO 2	X	X	X	X
CLO 3	X	X	X	X
CLO 4	X		X	X
CLO 5	X		X	X
Instructor Feedback on Assessments	The instructor will be providing sufficient timely written (or recorded) feedback on student work within 1 to 2 weeks of completion of this assessment to enable students to improve their knowledge, skills, and abilities	The instructor will be providing sufficient timely written (or recorded) feedback on student work within 7 to 10 days of completion of this assessment to enable students to improve their knowledge, skills, and abilities	The instructor will be providing sufficient timely written (or recorded) feedback on student work within 7 to 10 days of completion of this assessment to enable students to improve their knowledge, skills, and abilities	The instructor will be providing sufficient timely written (or recorded) feedback on student work within 48 hours of completion of this assessment to enable students to improve their knowledge, skills, and abilities

Quiz 20%: Quiz on an organizational behaviour topic, analyzing and answering questions related to individual/group behaviour in organizations.

Midterm 20%: The midterm will cover material from the first half of the course. It will comprise three/four questions worth 20 marks.

Project/Assignment 30%: This project/assignment will be based on a UAE/GCC organization. The project requires students to write a sound essay and a persuasive report worth 30 marks. The project will be submitted via SafeAssign to detect plagiarism.

Final Exam 30%: The final exam will be cumulative in the sense that you may be required to apply theoretical perspectives and decision-making processes discussed in the first part of the course to issues discussed in the second half of the course. It will comprise four/six questions worth 30 marks.

Assessment Rubrics:

All the assessment instruments used for the course with the answer key, marking scheme/ assessment rubric will be included for all assessment instruments for this course in the Course File and uploaded on the Course File Component of the IDAP system.

Recommendation: An in-class activity and a take-home assignment to evaluate the behavior of individuals and groups in organizations will be given to the students to ensure that CLOs are understood and applied in the future.

Grading Scale

The grading system and scale for AURAK, as established by the Board of Trustees, is as follows:

AURAK Grading System and Scale		
Grade	**Percentage Scores**	**Grade Points**
A	95-100	4.00
A-	90-94	3.70
B+	86-89	3.30
B	83-85	3.00
B-	80-82	2.70
C+	76-79	2.30
C	73-75	2.00
C-	70-72	1.70
D+	66-69	1.30
D	60-65	1.00
F	0-59	0.00

An "S" grade reflects satisfactory, or passing, work in a course (i.e., equivalent to grade of C or higher for graduate students. A "U" grade reflects unsatisfactory, or failing, work in a course. S/U will have no effect on the GPA.

Weekly Course Information

Schedule of Course Topics, Required Reading, and Assignments and Assessments **(Including scheduling of laboratory, studio, external visit, and other non-classroom meeting sessions, as appropriate)**				
Week	**Topic**	**Required Readings**	**Assignment, Assessment (with grade weighting) & Due Date**	**Mapping of CLO's to Assessments**
1	What is Organizational Behaviour? Examples of organizational behavioural theories, models, and concepts in current organizational practices.	Core Text 1: Chapter 1 Sustainability Goal 4 Equitable Quality Education		
2	Diversity in organizations	Core Text 1: Chapter 2 **Class discussion** Sustainability Goal 5 Gender Equality		
3	Attitudes and Job Satisfaction	Core Text 1: Chapter 3		
4	Emotions and Moods	Core Text 1: Chapter 4	**Quiz** **20%**	1,2,3
5	Personality and Values	Core Text 1: Chapter 5		
6	Perception and Individual Decision Making	Core Text 1: Chapter 6		
7	Motivation Motivation Theories	Core Text 1: Chapters 7, 8		
8	Group Behavior Understanding Work Teams	Core Text 1: Chapters 9, 10	**Mid Term Exam** **20%**	2,3,4, 5

9	Communication	Core Text 1: Chapter 11		
10	What is Leadership Bennis and Thomas's article	Core Text 2: Chapter 1	**Assignment** **30%**	1,2,3,4,5
11	Historical Development in Leadership Research	Core Text 2: Chapter 2		
12	Individualized and Contingency Theories Article: Abaker, M.O.S.M., Louise, P., and Cho, B.Y. (2023), 'Gender managerial obstacles in private organizations: The UAE case', *Gender in Management,* Vol. 38 No. 4, pp. 454-470. https://doi.org/10.1108/GM-04-2022-0143	Core Text 2: Chapter 3		
13	Leadership Power and Influence Collins article	Core Text 2: Chapter 12	**Assignment Submission via SafeAssign**	
14	Evaluating and Shaping Culture	Core Text 2: Chapter 14 **Class discussion** Sustainability Goal 16 Peace, Justice & Strong Institutions		
15	Leading Change Kotter article	Core Text 2: Chapter 15 **Class discussion** Sustainability Goal 16 Peace, Justice & Strong Institutions		
16	Final exam period		**Final Exam**	2,3,4,5

			30%	

'The course syllabus will be contextualized for the UAE wherever necessary.'

Attendance Policy

Regular student attendance and class participation are essential for students to meet course expectations and to succeed in their studies. The following are benefits associated with attending classes:

- Opportunity to participate in active learning

- Opportunity to demonstrate preparation for class

- Opportunity to engage with the faculty member teaching the course, classmates, and the course material.

The following are requirements of the university's attendance policy:

- Students must provide a satisfactory reason for being absent from class, to the course instructor and the Student Life Departent, in advance of missing a class.

- Students must observe protocols for online course attendance (e.g., having camera turned on).

- Students must arrive on time for class and must not depart early from the class. Persistent late arrival at, or early departure from, class meetings may result in being counted as absent from class.

If students fail to attend 20% of the scheduled classes for the semester *without a valid excuse*, they will be withdrawn from the course with a grade of either W or F depending on when the 20% unexcused absence level is reached.

The total number of *unexcused and excused absences* cannot exceed 30% of the class meetings for the course, with unexcused absences not exceeding 20%. Students who miss more than 30% of the scheduled classes will be withdrawn from the course with a grade of either W or F depending on when the 30% absence level is reached.

Please refer to the Student Handbook for details.

Accommodations for Students of Determination

Students of determination may find they require additional support, services, or considerations. AURAK will endeavor to support students of determination of those with special needs where resources are available. Accommodations will be provided, for students with verified needs, allowing equal access to educational facilities, programs, services, and activities at AURAK. Accommodations are never applied retroactively – only students who have previously requested and have been approved for supporting accommodations can have them apply to a given academic semester/course. Students needing support must make the request from the Office of Support Services located in Building D.

Other Relevant Policies

A. Academic Integrity

<u>The Honor Code</u>

The American University of Ras Al Khaimah strongly supports the concept of academic integrity and expects students and all other members of the AURAK community to be honest in all academic endeavors. The AURAK Honor Code can be found in the AURAK Student Handbook.

The role of the Honor Code and associated Academic Integrity Policy is to protect the academic integrity of the university, encourage consistent ethical behavior among students, and foster a climate of honorable academic achievement. The Honor Code is an integral part of university life and students are responsible, therefore, for understanding and abiding by the code's provisions. While a student's commitment to honesty and personal integrity is assumed and expected, this Code and associated policy and procedures provides clarity of expectations.

<u>Expectations</u>

Cheating, plagiarism, and all other forms of academic fraud are unacceptable; they are serious violations of university policy. AURAK expects all students to be familiar with university policies on academic integrity. The university will not accept a claim of ignorance – either of the policy itself or of what constitutes academic fraud – as a valid defense against such a charge.

<u>Violations of Academic Integrity</u>

Violations of academic integrity constitute academic fraud. Academic fraud consists of any actions that serves to undermine the integrity of the academic process or that gives the student an unfair advantage, including:

- Inspecting, duplicating or distributing test materials without authorization.

- Cheating, attempting to cheat, or assisting others to cheat – relevant here is the prohibition on being in possession of a mobile telephone or similar electronic device during a test or examination. In case such devices are found with a student, the student will be deemed to have attempted to cheat and will be subject to disciplinary action under the Student Academic Integrity Policy.

- Altering work after it has been submitted for a grade.

- Plagiarizing.

- Using or attempting to use anything that constitutes unauthorized assistance. ***PLEASE NOTE***: Faculty members may prohibit the use of generative AI, including though not limited to, generative AI such as Open AI ChatGPT and Canva, in completing assignments. When such prohibitions have been communicated by the faculty member, incorporating information from such sources into your assignment submission will be treated as a serious violation of academic integrity expectations.

- Fabricating, falsifying, distorting, or inventing any information, documentation, or citation.

Plagiarism

One of the most common violations of academic integrity is plagiarism. Plagiarism can be intentional or unintentional. However, since each student is responsible for knowing what constitutes plagiarism, unintentional plagiarism is as unacceptable as intentional plagiarism and thus will bring the same penalties.

Plagiarism – submitting the work of others as one's own - is a serious offense. This includes submitting work obtained from AI writers such as Open AI Chat GPT, as well as other forms of generative AI. In the academic world, plagiarism is theft. Information from sources – whether quoted, paraphrased, or summarized – must be given credit through specific citations. When a student paraphrases a work, it is still necessary to cite the original source, even when the information has been provided by generative AI writers and/or sources. Merely rearranging a sentence or changing a few words is not sufficient. The citation style should be appropriate for the discipline and should clearly indicate the beginning and ending of the referenced material. All sources used in the preparation of an academic paper must also be listed with full bibliographic details at the end of the paper, as appropriate in the discipline. ***PLEASE NOTE:*** Faculty members may prohibit the use of generative AI in completing assignments.

When such prohibitions have been communicated by the faculty member, incorporating information from such sources into your assignment submission will be treated as a serious violation of academic integrity expectations.

While plagiarism detection software can assist identifying plagiarism, there is no "percentage of matching content" threshold for determining that content in a written assignment has been plagiarized. Indeed, the presentation of a single striking phrase originally written by another without attribution to the original source can constitute plagiarism, even though the percentage of matching content found by plagiarism-checking software might be very small.

Faculty and Student Expectations

- Every student, faculty member, and administrator is responsible for upholding the highest standards of academic integrity. Every member of the AURAK community shall honor the spirit of this policy by refusing to tolerate academic fraud.

- It is the responsibility of the instructor to provide students with additional guidelines for what constitutes "authorized" and "unauthorized" assistance.

- It is the responsibility of every student to see clarification if in doubt about what constitutes 'authorized" and "unauthorized" assistance. In cases involving collaborative work, all students within the collaborative group may be help responsible for violating the code if any member of the group receives, accepts, or utilizes "unauthorized" assistance.

- Students are required to obtain permission prior to submitting work, any part of which was previously or will be submitted in another course. The instructor has the option of accepting, rejecting, or requiring modification of the content of previously or simultaneously submitted work.

A student who suspects that a violation of academic integrity has occurred should report the violation to the dean or to the Office of the Provost. In this report, the student should describe any action taken, such as talking with the person involved or with a faculty or staff member. Every effort will be made to preserve the anonymity of the student reporting the incident;

Possible penalties for academic fraud include: Formal warning, Reduction in grade for the assignment, Reduction in the grade for the course, A failing grade for the assignment, A failing grade (F) in the course, and/or Dismissal or Expulsion from the University.

Please refer to the relevant section in the *Student Handbook* and ensure a clear understanding of the provisions of the University Honor Code and the Student Academic Integrity Policy.

B. Concerns about grades or other course matters.

Students are responsible for their learning experiences. If you are concerned about a class matter, first discuss it with the instructor. If the matter is not resolved, the next step is to meet with the Chair of the department in which the course is taught. If you still have a concern, meet with the Dean of the school in which the course is taught. The matter is likely to be resolved before it reaches that point, but if it is not, then visit the Associate Provost for Academic Affairs. Students who decide to "jump to the top" will be referred "back" to the appropriate next step.

C. Assignments

University policy is that assignments are due on the date indicated when the assignment is made. Instructors may refuse to accept late assignments or lower the grade that would be otherwise given.

D. Mobile Phones

All mobile phones and other communication devices should be turned off before entering the classroom. Students may NOT have mobile telephone or other electronic devices in their possession while completing examinations. Any violation will be deemed as having attempted to cheat.

E. Diversity and the Use of English

English is the common language of the AURAK campus for everyone. It is the only language to be used in the classroom. AURAK brings together students and faculty from diverse cultural and linguistic backgrounds, which is one of the strengths of the university. This diversity provides an opportunity to share our different experiences and enlarge our understanding of the world.

APPENDIX

Program Learning Outcomes (PLOs) : BS In Business Administration

Program Learning Outcomes At the completion of the program, students should be able to:	
PLO 1	PLO1: Critically expand on the basic principles of economics, accounting, finance, management, information systems, marketing and operations in the context of a global economy.
PLO 2	PLO2: Apply concepts and theories of ethics and social responsibility to practical business dilemmas, recognizing the implications of management decisions for the interests of key internal and external stakeholders.
PLO 3	PLO3: Demonstrate competency in presentation and writing skills using the latest business communication tools.
PLO 4	PLO4: Effectively work in teams and take the lead in team initiatives.
PLO 5	PLO5: Engage in critical self-analysis and professional reflection about potential roles in a business context.
PLO 6	PLO6: Evaluate business situations and critique managerial decisions, using financial statements, statistical tools, and other appropriate methods to organize, analyze and present data.

Mapping Course to Program Learning Outcomes : BS In Business Administration

The learning outcomes of this course contribute to meeting one or more of the program learning outcomes as shown below, with the contribution designated as "high", "medium", or "low":						
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
CLO 1	medium	medium	high	medium	medium	high
CLO 2	high	medium	high	high	medium	high
CLO 3	high	high	high	high	medium	high
CLO 4	high	high	high	high	medium	high
CLO 5	high	high	high	high	high	high