

SYLLABUS

Information about the program

1.1 University	West University of Timisoara
1.2 Faculty	Faculty of Sociology and Psychology
1.3 Department	Psychology
1.4 Area of study	Psychology
1.5 Level of study	Master
1.6 Program of study/Qualification	Organizational and Occupational Health Psychology

1. Information about the discipline

2.1 Discipline title	Organizational Behaviour						
2.2 Course coordinator	Associate Professor PhD, Irina Macsinga						
2.3 Seminar coordinator	Associate Professor PhD, Irina Macsinga						
2.4 Year of study	1	2.5 Semester	1	2.6 Type of evaluation	E	2.7 Type of discipline	Ob.

2. Total estimated time (hours per semester for teaching activities)

3.1 Numbers of hours per week	4	of which: ...course	2	3.3 seminar/laboratory	2
3.4 Total of ours from the study plan	56	of which: ...course	28	3.6 seminar/laboratory	28
Distribution of time:					ore
Study of handbook, course support, references and notes					60
Additional study in library, specialized electronic platforms, on the field					40
Preparation of seminars/laboratories, topics, essays, portfolios					40
Tutoring activity					20
Examination					9
Other activities.....					--
3.7 Total hours of individual study	169				
3.8 Total hours per semester	56				
3.9 Number of credits	225				

3. Preconditions (where applicable)

4.1 related to the de curriculum	<ul style="list-style-type: none"> Any previous course in the area of work and organizational psychology, personality and social psychology
4.2 related to competencies	<ul style="list-style-type: none"> It isn't necessary.

4. Conditions (where applicable)

5.1 related to course development	<ul style="list-style-type: none"> It isn't necessary.
5.2 related to seminar/laboratory development	<ul style="list-style-type: none"> 70% presence: 1 point in the final evaluation

5. Specific built up competences

Professional competences	<p>Competencies in needs analysis; goal defining</p> <ul style="list-style-type: none"> - Description of relevant concepts, models, theories and norms for organizational requirements and needs. - Use of specialty knowledge for interpretation of specific organizational situations, problems, opportunities. <p>Competencies in evaluation and diagnosis</p> <ul style="list-style-type: none"> - Presentation of psychological evaluation and organizational diagnosis methods and principles - Providing arguments of techniques, procedures, evaluation methods relevant for interpretation of specific organizational facts. <p>Competencies in intervention design and instrument development</p> <ul style="list-style-type: none"> - Description of relevant theoretical support for development of effective methodologies within organizational context - Providing arguments for choosing strategies for designing interventions and techniques for specific organizational contexts. <p>Competencies in interventions</p> <ul style="list-style-type: none"> - Description of relevant theoretical frame for implementation and management of intervention within organizational context - Implementation of organizational intervention methods, techniques and procedures in specific contexts
Transversal competences	<ul style="list-style-type: none"> - Professional personal autonomy, problem solving and decision making (personal development) - Respect and develop professional ethic and values.

6. Objectives of discipline (emerged out of the specific built up competences grid)

7.1 General objective of the discipline	<ul style="list-style-type: none"> ✓ deepening of the main topics in the area of organizational behavior, linking the theoretical and practical aspects in order to understand the own or another persons' behavior as a member of an organization 	
7.2 Specific objectives	<ul style="list-style-type: none"> ✓ To improve understanding of human behaviour in organizations ✓ To relate conceptual and empirical frameworks ✓ To describe the relationships between individual and organizational level in terms of values, motivation and scenarios. ✓ To explain personality conceptual models with relevance in organizational settings. ✓ To interpret the individual behavior in organizational context. ✓ To reflect on personal experiences in a work place ✓ To apply the conceptual material to daily work ✓ To develop a responsible ethical attitude towards behavior in organizational setting 	

7. Content

8.1 Course	Teaching methods	Remarks
1.Introductory course: What is Organizational Behavior? (2 hours)	Lecture, conversation	Course rules and policies. Main paradigms in OB. For reading: Schermerhorn, J.R. Jr., Hunt, J.G., Osborn, R.N. (2002). <i>Organizational Behavior (7th edition)</i> (pp. 3-16). USA: John Wiley & Sons.
2. Individual level: Personality dimensions (2 hours)	Lecture, conversation, demonstration	The main personal variables with relevance in OB. Direct, mediate and moderate model. Linking personality to behaviour. For reading: Schermerhorn, J.R. Jr., Hunt, J.G., Osborn, R.N. (2002). <i>Organizational Behavior (7th edition)</i> (pp. 21-27). USA: John Wiley & Sons Furr, M. (2009). Personality Psychology As a Truly Behavioral Science, <i>EJP</i> , 403-435
3. Individual level: Values and Attitudes (2 hours)	Lecture, conversation, demonstration	Sources and types of values. Attitudes and behaviour. Attitudes and cognitive consistency. For reading: Schermerhorn, J.R. Jr., Hunt, J.G., Osborn, R.N. (2002).

		<p><i>Organizational Behavior (7th edition)</i> (pp. 27-30). USA: John Wiley & Sons</p> <p>Zhou, J. & Dovidio, J. (2009). The Effects of Structural Consistency on Attitudes: Intentions and Attitude-Behavior Relationships. <i>Social Behavior and Personality</i>, vol.37, 781-789</p>
4. Individual level: Motivation and Emotions (2 hours)	Lecture, conversation, demonstration	<p>Theories of workplace emotions and job motivation. Emotional intelligence.</p> <p>For reading:</p> <p>Wegge, J & Haslam, S.A. (2005). Improving work motivation and performance in groups: the effects of three group goal-setting strategies. <i>European Journal of Work and Organizational Psychology</i>, vol.14, 400-430</p> <p>Ashkanasy, N.M., Ashton-James, C.E. (2005). Emotions in organization: a neglected topic in I/O psychology, but with a bright future. In G.P. Hodgkinson and J.K. Ford, <i>International Review of Industrial and Organizational Psychology</i> (vol. 20), pp. 221-268. Chichester: John Wiley and Sons.</p> <p>Jordan, P.J., Troth, A.C. (2004). Managing emotions during team problem solving: emotional intelligence and conflict resolution. <i>Human Performance</i>, 17, 195-218.</p>
5. Group level: group effectiveness (2 hours)	Lecture, conversation, demonstration	<p>Stages of group development. Tasks, goals, rewards, resources.</p> <p>For reading:</p> <p>Schermhorn, J.R. Jr., Hunt, J.G., Osborn, R.N. (2002). <i>Organizational Behavior (7th edition)</i> (pp. 87-95). USA: John Wiley & Sons</p>
6. Group level: communication (2 hours)	Lecture, conversation, demonstration	<p>Essentials of interpersonal communication. Communication and high performance workplace. Barriers in communication.</p> <p>For reading:</p> <p>Schermhorn, J.R. Jr., Hunt, J.G., Osborn, R.N. (2002). <i>Organizational Behavior (7th edition)</i> (pp. 192-197). USA: John Wiley & Sons</p> <p>Church, A.H. (1994). The character of organizational communication: A review and new conceptualization. <i>The International Journal of Organizational Analysis</i>, 2 (1), 18-53</p>
7. Group level: leadership (2 hours)	Lecture, conversation, demonstration	<p>New conceptualizations of leadership. Leadership styles.</p> <p>For reading:</p> <p>Gilbreath, B. (2004). Creating healthy workplaces: the supervisors' role. In C.L. Cooper and I.T. Robertson, <i>International Review of Industrial and Organizational Psychology</i> (vol. 19), pp. 93-118. Chichester: John Wiley and Sons</p> <p>VanEeden, R., Cillers, F., van Deventer, V. (2008). Leadership styles and associated personality traits: Support for the conceptualization of transactional and transformational leadership. <i>South African Journal of Psychology</i>, 38, 253-267.</p>
8. Group level: power & influence (2 hours)	Lecture, conversation, demonstration	<p>Personal power. Using power and influence. Empowerment.</p> <p>For reading:</p> <p>Schermhorn, J.R. Jr., Hunt, J.G., Osborn, R.N. (2002). <i>Organizational Behavior (7th edition)</i> (pp. 173-183). USA: John Wiley & Sons</p> <p>Medina, F.J., Munduate, L. (2008). Power and conflict in cooperative and competitive contexts. <i>European Journal of Work and Organizational Psychology</i>, 17 (3), 349-362</p>
9. Group level: conflict (2 hours)	Lecture, conversation, demonstration	<p>Types and levels of conflict. Managing conflict.</p> <p>For reading:</p> <p>Schermhorn, J.R. Jr., Hunt, J.G., Osborn, R.N. (2002). <i>Organizational Behavior (7th edition)</i> (pp. 127-135). USA: John Wiley & Sons</p> <p>Aritzeta, A., Ayestaran, S., Swailes, S. (2005). Team role preference and conflict management styles. <i>The International Journal of Conflict Management</i>, 16, 157-182.</p>
10. Organizational level: climate and culture (2 hours)	Lecture, conversation, demonstration	<p>Cultural rules and roles. Organizational myths. Cultural development of organizations.</p> <p>For reading:</p> <p>Schermhorn, J.R. Jr., Hunt, J.G., Osborn, R.N. (2002). <i>Organizational Behavior (7th edition)</i> (pp. 43-53). USA: John Wiley & Sons</p> <p>James, L.R., Choi, C.C., Chia-Huei, E.K., McNeil, P., Minton, M.K., Wright, M.A., Kim, K. (2008). Organizational and psychological climate: A review of theory and research. <i>European Journal of Work and Organizational Psychology</i>, 17 (1), 5-32</p>
11. Organizational level: learning organizations (2 hours)	Lecture, conversation,	<p>Definition of a learning organization. Strategic advantage of learning organizations.</p>

	demonstration	For reading: Colquitt, J.A., LePine, J & Noe, R. (2000). Toward an integrative theory of training motivation. <i>J of Appl Psych.</i> , 85, 678-707
12. Decision-making process in organizations (2 hours)	Lecture, conversation, problematization.	Types of decisions. Managing the decision-making process. For reading: Schermerhorn, J.R. Jr., Hunt, J.G., Osborn, R.N. (2002). <i>Organizational Behavior (7th edition)</i> (pp. 114-124). USA: John Wiley & Sons
13. Ethics and organizational behaviour (2 hours)	Lecture, conversation.	Ethical dilemmas in the workplace. Organizational social responsibility. For reading: Schermerhorn, J.R. Jr., Hunt, J.G., Osborn, R.N. (2002). <i>Organizational Behavior (7th edition)</i> (pp. 12-16). USA: John Wiley & Sons
14. Prepare for the final exam and theoretical paper. Writing skills (<i>personal development</i>) (2 hours)	Conversation, demonstration	Remembering the conditions, prepare for the theoretical paper.
Selected references (main) Schermerhorn, J.R. Jr., Hunt, J.G., Osborn, R.N. (2002). <i>Organizational Behavior (7th edition)</i> . USA: John Wiley & Sons Krebs, S. & Kise, J. (2006). <i>Work it out</i> . USA: Devies-Black Publishing		
8.2 Seminar / laboratory	Teaching methods	Remarks
1. Behavioural manifestations of the personality dimensions (4 hours)	exercise	Associated to course number 1-2.
2. Achievement motivation. Good and bad emotions (4 hours)	exercise	Associated to course number 3-4.
3. Group size. Non-verbal and verbal communication (4 hours)	exercise	Associated to course number 5-6.
4. The servant leader. Influence tactics application (4 hours)	exercise	Associated to course number 7-8.
5. Conflict management styles: application. Organizational script analysis (4 hours)	exercise	Associated to course number 9-10
6. The dynamic learner exercise. Biases in decision-making process (4 hours)	exercise	Associated to course number 11-12
7. Controlled and non-reflective information processing in decision. (4 hours)	exercise	Associated to course number 12
References (main): Barrick, M. & Ryan, A.M. (Ed.) (2003). <i>Personality at Work</i> . USA: John Wiley & Sons		

1. Corroboration of discipline's content with the expectations of the scientific community, professional associations and representative employers within the field of the study program

The discipline is conceived for answering to specific requests and expectation of Romanian Psychological Collegium, Applicative Commission for Work, Organization and Transport Psychology. At the same time, the selection of applied topics has been realized through a consultation process of work market in the area o Human Resources and Management.

2. Evaluation

Type of activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Per cent of the final mark
10.4 Course	Knowledge and skills in the area of organizational behaviour	Multiple choice test	60% of total grade
10.5 Seminar / laboratory	Writing skills, critical thinking, 2000 words, appropriate references	Theoretical paper <i>All students will submit at the last seminar a written paper exploring an area of interest of theirs within the field or organizational behavior.</i>	40% of total grade
10.6 Minimal standards of performance			
Assessment with minimum 5 of the final evaluation (50% from the final grade), in the period of session, conjugated with assessment with minimum 5 of the seminar activities (50% from the final grade), corresponding to competent approaching of 50% of the requested group (for course)/individual (for seminar) tasks.			

Date of completion

22. 03.2013

Signature of the course coordinator

Associate Professor PhD,

Irina Macsinga

Signature of the seminar
coordinator

Associate Professor PhD,

Irina Macsinga

Date of department approval

Signature of the director of the department