

ORGANIZATIONAL BEHAVIOUR

(1) GENERAL

SCHOOL	SCHOOL OF BUSINESS		
ACADEMIC UNIT	DEPARTMENT OF BUSINESS ADMINISTRATION		
LEVEL OF STUDIES	MASTER		
COURSE CODE	DIOIK8	SEMESTER	B - SPRING
COURSE TITLE	ORGANIZATIONAL BEHAVIOUR		
INDEPENDENT TEACHING ACTIVITIES <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>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIALISED GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://aegeanmoodle.aegean.gr/course/view.php?id=66		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><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></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>Organizational behavior is the interdisciplinary field that deals with the systematic study and understanding of the effect of the three determinants of behaviour in organizations: individuals, groups and structure, with the aim of applying this knowledge for the more efficient functioning of an organization and the improvement of quality of working life. Considering the above, important issues that are incorporated in the present course are: understanding, predicting and influencing individual and group/team behaviour, developing positive employee attitudes and perceptions, motivation, leadership, conflict management, organizational structure and job design, change management and organizational development, organizational learning, culture, effective communication (interpersonal, intra-team, inter-team).</p> <p>Therefore, after the successful completion of the course students will be able to:</p>

- Understand the complexity of organizational life and treat organizations as social, historical and psychological constructs.
- Critically evaluate alternative theoretical approaches to the study of organizations
- Analyze the complex nature of people and group behaviour in organizations.
- Combine the theoretical knowledge with the practical orientation necessary for effective management, motivation and leadership in an organization.

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?

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

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and

sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

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Others...

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After successfully completing the course the students will enhance the following competences:

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

(3) SYLLABUS

1. The Organization as an Open System – Performance, Efficiency and Effectiveness. Challenges in the Internal and External Environment of Modern Organizations.
2. Introduction to Organizational Behavior: Definition, Meaning, Role of Managers, Elements, Approaches, Psychological Contract, Quality of Work Life/Respect for Non-Work Life.
3. Individual: Personality/Values, Emotions, Learning, Intelligence/Perception, Work Attitudes and Behaviors.
4. Unproductive Behaviors in the Workplace: Bullying/Mobbing, Sexual Harassment, Terrorism, Silence/Voice, Psychological/Physical Absence-Leaves. Work Stress and Burnout.

5. Motivation: Definition and Meaning, Theories of Motivation, Applications.
6. Leadership, Power and Power: Meaning and Importance, Leadership Theories, Modern Leaders, The Dark Side of Leadership, Power/Sources of Power, Practical Applications.
7. Team Dynamics: Importance of Teams, Reasons for Formation, Types, Stages of Development, Roles, Team Effectiveness, Decision Making.
8. Conflicts: Definition and Meaning, Sources/Types, Management. Practical applications.
9. Organizational Culture and Climate: Concept and Nature, Subcultures, Functions of Culture, Species, Culture Formation, Maintaining and Changing Culture, Managing Diversity/Multiculturalism.
10. Change Management: Concept, Need for Change, Resistance to Change, Strategies for Managing Resistance to Change, Change Process and Strategies, Organizational Development and Learning. Practical applications.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>Face-to-Face and/or online through: lectures, invited speakers, case studies, case videos and movies, team tasks, role playing, visits to companies/institutions/organizations, use of self-diagnostic tests etc.</p> <p>During the lectures, the interactive participation of students is encouraged through:</p> <ul style="list-style-type: none"> • The interaction with the teacher, but also through the interaction between them. • Case studies, role playing at individual/group level and drawing conclusions. • The submission of experiences by the students. • The critical commentary on the students view by their fellow students and the professor. • Submitting proposals regarding new research problems. 					
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> - Use of ICT in teaching (PowerPoint, video case studies) - Use of Moodle/Eclass platform for posting educational material and communication with /announcements to the students. - Use of e-mail and Skype, as well as of the announcement site of the Business Administration Department. 					
<p style="text-align: center;">TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice,</i></p>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Lectures (invited speakers, case studies,</td> <td style="text-align: center;">30</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures (invited speakers, case studies,	30	
<i>Activity</i>	<i>Semester workload</i>					
Lectures (invited speakers, case studies,	30					

<i>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>	videos, team tasks, self-assessment tests)	
	Essay/Project writing	30
	Final project writing	70
	Independent study	70
	Course total	200
<p align="center">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><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></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Evaluation in the Greek language.</p> <p>Evaluation method:</p> <ul style="list-style-type: none"> - Two short course assignments: 30% - Final assignment or exams: 70% 	

(5) ATTACHED BIBLIOGRAPHY

BOOKS

Konopaske, P., Ivancevich J. και Matteson (2022). Οργανωσιακή Συμπεριφορά και Διοίκηση, 11η Έκδοση, Ιορδάνογλου Δ. Παναγιωτοπούλου Λ. (Επιστ. επιμέλεια),

Βακόλα, Μ. και Νικολάου, Ι. (2019), Οργανωσιακή Ψυχολογία και Συμπεριφορά 2η Έκδοση

Robbins, S.P. and Judge, T.A. (2017). Οργανωσιακή Συμπεριφορά: Βασικές Έννοιες και Σύγχρονες Προσεγγίσεις. 2η Εκδ. Εκδόσεις Κριτική, Αθήνα.

McShane, S. and Von Glinow, M.A. (2017). *Organizational Behaviour*. 8th Edition. McGraw-Hill, London.

Moreover, the course material and case studies used during the lectures will be upload to the Moodle/Eclass platform.

SCIENTIFIC JOURNAL PAPERS

Contemporary and landmark papers will be suggested to students such as:

Psychological contract

Rousseau, D.M. (1998). "The Psychological Contract at Work Journal of Organizational Behavior", *Journal of Organizational Behavior*, 19, Special Issue, 665-671

Zhao, H., Wayne, S.J., Glibkowski B.G. & Bravo J. (2007). "The Impact of Psychological Contract Breach on Work-Related Outcomes: A Meta-Analysis", *Personnel Psychology* 60(3):647-680

Bulling/Mobbing/Organizational Silence/Voice/Terrorism

Caldwell, C. & Canuto-Carranco, M. (2010). "Organizational Terrorism" and Moral Choices Exercising Voice When the Leader Is the Problem. *Journal of Business Ethics*, 97, 159-171.

Burris, E. R., Detert, J. R. and Chiaburu, D. S. (2008). Quitting before leaving: the mediating effects of psychological attachment and detachment on voice. *Journal of Applied Psychology*, 93(4), 912-922.

Quine, L. (2001). Workplace bullying in Nurses. *Journal of Health Psychology*, 6(1), 73-84.

Farrell, D. (1983). Exit, voice, loyalty, and neglect as responses to job dissatisfaction: a multidimensional scaling study. *The Academy of Management Journal*, 26(4), 596-607.

Nielsen, M. and Einarsen, S. (2012). Outcomes of exposure to workplace bullying: A meta-analytic review. *Work and Stress. An International Journal of Work, Health and Organisations*, 26(4), 309-332.

Ertureten, A., Cemalcilar, Z. and Aycan, Z. (2013). The Relationship of Downward Mobbing with Leadership Style and Organizational Attitudes. *Journal of Business Ethics*, 116(1), 205-216

Organisational structure and design

Dedahanov, A. T., Rhee, C., & Yoon, J. (2017) Organizational structure and innovation performance: is employee innovative behavior a missing link?. *Career Development International*. online

Galbraith, J.R. (2014) Organization Design Challenges Resulting from Big Data. *Journal of Organization Design*, 3 (1), p. 2-13..

Kim, S., & Shin, M. (2017) Transformational leadership behaviors, the empowering process, and organizational commitment: investigating the moderating role of organizational structure in Korea. *The International Journal of Human Resource Management*, p. 1-25.

O'Connor, A., Paskewitz, E. A., Jorgenson, D. A., & Rick, J. M. (2016) How changes in work structure influence employees' perceptions of CSR: millionaire managers and locked-out laborers. *Journal of Applied Communication Research*, 44(1), p. 40-59.

Motivation

- KMariager-Anderson, K., Cort, P., & Thomsen, R. (2016) 'In reality, I motivate myself!'. 'Low-skilled 'workers' motivation: between individual and societal narratives. *British Journal of Guidance & Counselling*, 44(2), p. 171-184.
- Niessen, C., Weseler, D., & Kostova, P. (2016) When and why do individuals craft their jobs? The role of individual motivation and work characteristics for job crafting. *Human Relations*. online
- Psychogios, A., Nyfoudi, M., Theodorakopoulos, N., Szamosi, L. T., & Prouska, R. (2019) Many Hands Lighter Work? Deciphering the Relationship between Adverse Working Conditions and Organization Citizenship Behaviours in Small and Medium sized Enterprises during a Severe Economic Crisis. *British Journal of Management*, 30(3), p. 519-537.

Leadership

- Cropanzano, R., Dasborough, M. T., & Weiss, H. M. (2017) Affective events and the development of leader-member exchange. *Academy of Management Review*, 42(2), p. 233-258.
- Crossan, M. M., Byrne, A., Seijts, G. H., Reno, M., Monzani, L., & Gandz, J. (2017) Toward a framework of leader character in organizations. *Journal of Management Studies*. online
- Guenter, H., Schreurs, B., van Emmerik, H. I., & Sun, S. (2016) What Does it Take to Break the Silence in Teams: Authentic Leadership and/or Proactive Followership?. *Applied Psychology*. online
- Lindebaum, D., Al-Amoudi, I., & Brown, V. L. (2018) Does Leadership Development Need to Care About Neuro-Ethics?. *Academy of Management Learning & Education*, 17(1), p. 96-109.
- Manning, T., & Robertson, B. (2016) A Three Factor Model of Leadership. Part 1. Introduction to Followership, Leadership and the Three Factor Model of Leadership. *Industrial and Commercial Training*, 48(6). online
- Sappe, S., Rante, Y., Tuhumena, R., & Bharanti, B. E. (2016) Effect of Leadership on Employee's Performance Mediated by Cultural Organization, Work Commitment and Motivation. *Journal of Economics and Behavioral Studies*, 8(2), p. 101-107.
- Wen, G., Yu, W., Li, Z., Yu, X., & Cao, J. (2017) Neuro-adaptive consensus tracking of multiagent systems with a high-dimensional leader. *IEEE transactions on cybernetics*, 47(7), p. 1730-1742

Team /Group Behaviour-Team Building

Raes, A. (2014) Top Team Behavior for Winning Results, IESE insight, 20, p. 31-38. .

Siem, B., Stórmer, S., & Pittinsky, T. L. (2016) The psychological study of positive behavior across group boundaries: *An overview. Journal of Social Issues*, 72(3), p. 419-431.

Tang, Y. Y., & Tsaor, S. H. (2016) Supervisory support climate and service Oriented organizational citizenship behavior in hospitality: the role of positive group affective tone. *International Journal of Contemporary Hospitality Management*, 28(10). online

Yoon, J., & Christopher Kayes, D. (2016) Employees' self efficacy and perception of individual learning in teams: The cross level moderating role of team learning behavior. *Journal of Organizational Behavior*. – online

Zhang, Y., Guo, Y., & Newman, A. (2017) Identity judgements, work engagement and organizational citizenship behavior: The mediating effects based on group engagement model. *Tourism Management*, 61, p. 190-197.

Culture

Dubey, R., Gunasekaran, A., Helo, P., Papadopoulos, T., Childe, S. J., & Sahay, B. S. (2017) Explaining the impact of reconfigurable manufacturing systems on environmental performance: The role of top management and organizational culture. *Journal of Cleaner Production*, 141, p. 56-66.

Harwiki, W. (2016) The Impact of Servant Leadership on Organization Culture, Organizational Commitment, Organizational Citizenship Behaviour (OCB) and Employee Performance in Women Cooperatives. *Procedia-Social and Behavioral Sciences*, 219, p. 283-290.

SCIENTIFIC JOURNALS IN THE OB FIELD

- Journal of Management
- Annual Review of Organizational Psychology and Organizational Behavior
- Journal of Applied Psychology
- Journal of Organisational Behavior
- Journal of Organisational BehaviourManagement
- Organizational Behavior and Human Decision Processes
- Organization Science
- Research in Organizational Behavior
- The International Journal of Human Resource Management
- Work, Employment and Society

USEFUL LINKS

- [Θετική Ψυχολογία](https://www.youtube.com/watch?v=7EtaDV9Al6k)
<https://www.youtube.com/watch?v=7EtaDV9Al6k>
- [The power of positive expectations](https://www.youtube.com/watch?v=hTghEXKNj7g)
<https://www.youtube.com/watch?v=hTghEXKNj7g>
- [ΠΑΝΟΡΑΜΑ '16: ΣΥΖΗΤΗΣΗ ΜΕ ΤΟΥΣ CEO's: Η ΠΟΡΕΙΑ ΠΡΟΣ ΤΗΝ ΕΠΑΓΓΕΛΜΑΤΙΚΗ ΕΠΙΤΥΧΙΑ](https://www.youtube.com/watch?v=TKcELWOUOWo)
<https://www.youtube.com/watch?v=TKcELWOUOWo>
- [Asch conformity experiment](https://www.youtube.com/watch?v=NyDDyT1lDhA)
<https://www.youtube.com/watch?v=NyDDyT1lDhA>
- [How to make stress your friend](https://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend)
https://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend
- [All it takes 10 mindful minutes](https://www.ted.com/talks/andy_puddicombe_all_it_takes_is_10_mindful_minutes)
https://www.ted.com/talks/andy_puddicombe_all_it_takes_is_10_mindful_minutes
- [For argument's sake](https://www.ted.com/talks/daniel_h_cohen_for_argument_s_sake)
https://www.ted.com/talks/daniel_h_cohen_for_argument_s_sake
- [Dare to disagree](https://www.ted.com/talks/margaret_heffernan_dare_to_disagree)
https://www.ted.com/talks/margaret_heffernan_dare_to_disagree
- [The halo effect](https://www.youtube.com/watch?v=ZuometYfMTk)
<https://www.youtube.com/watch?v=ZuometYfMTk>
- [Teamwork ants](https://www.youtube.com/watch?v=A042J0lDQK4)
<https://www.youtube.com/watch?v=A042J0lDQK4>
- [Amy Cuddy - Nonverbal](https://www.youtube.com/watch?v=RVmMeMcGc0Y)
<https://www.youtube.com/watch?v=RVmMeMcGc0Y>
- [Conformity - Dead poets society](https://www.youtube.com/watch?v=Sd09gy8Vv9E)
<https://www.youtube.com/watch?v=Sd09gy8Vv9E>