

<b>General information</b>	<b>Name, code and number of credits</b>	MGT410, Organizational Behavior, 6 ECTS
	<b>Department</b>	Education
	<b>Program (bachelors, master)</b>	Bachelors
	<b>Semester</b>	Spring 2026
	<b>Subject teacher (s)</b>	Farida Orujova
	<b>E-mail:</b>	<a href="mailto:farida.orujova@khazar.org">farida.orujova@khazar.org</a>
	<b>Lecture room</b>	Narimanov building
	<b>Advice hours</b>	By appointment (online or in person)
<b>Prerequisites</b>		
<b>Language of instruction</b>	English	
<b>Type of subject (compulsory/ elective)</b>	Compulsory	
<b>Resources</b>	<p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>– Robbins, S. P., Judge, T. A., &amp; Beward, K. E. (2018). <i>Essentials of organizational behaviour</i> (Canadian ed.). Pearson Canada.</li> <li>– Fleming, Y. (2018). <i>Coaching</i>. Routledge.</li> <li>– Elred, J. (2019). <i>Mentoring</i>. Routledge.</li> <li>– Harvard Business Review. (n.d.). <i>Articles on mental health &amp; wellbeing in organizations</i>. Harvard Business School Publishing, 2022</li> </ul> <p><b>Recommended Reading:</b></p> <ul style="list-style-type: none"> <li>– Reynolds, M. (2020). <i>Coach the person, not the problem: A guide to using reflective coaching in wellbeing and personal development</i>. Routledge.</li> <li>– Haddock-Millar, J., &amp; Tom, S. (2021). <i>Coaching &amp; mentoring for work-life balance: Stress and resilience in practice</i>. Routledge.</li> <li>– Boyatzis, R. E., Smith, M. L., &amp; Van Oosten, E. B. (2019). <i>Helping people change: Coaching with compassion for lifelong learning and growth</i>. Harvard Business Review Press.</li> </ul> <p>Additional readings, articles, PowerPoints, and videos (provided via the digital classroom).</p>	
<b>Course description</b>	This course explores the fundamentals of human behavior in	

	<p>organizations. It introduces conceptual frameworks, case studies, and applied activities to understand and analyze organizational dynamics at the individual, group, and organizational levels. Students will gain practical knowledge in motivation, leadership, communication, decision-making, culture, and organizational change to improve workplace effectiveness.</p>		
<b>Course objectives</b>	<ul style="list-style-type: none"> <li>– Explore how human behavior impacts organizational effectiveness.</li> <li>– Apply theories of motivation, learning, leadership, communication, and culture.</li> <li>– Develop analytical and teamwork skills to address organizational issues.</li> <li>– Equip students with decision-making and problem-solving strategies in organizational contexts.</li> </ul>		
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>– Recognize and discuss perspectives of working culture in organizations;</li> <li>– Apply concepts of personality, perception, attitudes, and values to organizational settings;</li> <li>– Interpret group behavior theories and apply them to teamwork situations;</li> <li>– Evaluate organizational performance and HR practices;</li> <li>– Distinguish between motivation theories and apply them to practical cases;</li> <li>– Demonstrate leadership, communication, and team-building skills.</li> <li>– Analyze how change, stress, power, and politics influence organizations.</li> </ul>		
<b>Teaching methods</b>	Guided discussions	Interactive Class Sessions	
	Group Discussions	Reflections	
	Presentations	Case studies	
	Practical assignments	Experiential Learning Activities	
<b>Assessment</b>	<b>Components</b>	<b>Date/deadline</b>	<b>Percentage (%)</b>
	<b>Class Attendance</b>	Throughout Semester	10
	<b>PowerPoint Presentation</b>	May	10
	<b>Weekly reflections</b>	Throughout Semester	15
	<b>Mid-term Exam</b>	April	30
	<b>Final exam</b>	June	35
	<b>Total</b>		100
<b>Rules (Teaching policy and behaviour)</b>	<b>You are expected to:</b>		

- attend classes on a regular basis as the classes are conducted in a format where students should play an active part.
- read the assigned and suggested readings before you come to class
- engage actively in classroom discussions
- offer thoughtful and informed classroom presentations and written work
- submit all your assignments on time
- follow assignments closely and carefully.

**Class attendance:**

Students are required to comply with the attendance policy of Khazar University. Full-time students are expected to attend all classes unless they are sick or have the permission of the instructor (*approved absence*).

A student must submit an absence request in anticipation of an absence from the course. In case he/she fails to do so, his absence will be considered unapproved. Specifically, to be eligible for taking exams, students must not miss more than 20% of class hours (*unapproved absences*). Otherwise, the student can take the exam only with the approval of the School Dean. Continuing unapproved absences or lack of participation may lead to withdrawal from the course.

**PowerPoint Presentation**-Students will be assigned into groups and given topics to presented. Topics will be defined at the beginning of the semester.

**Practical assignments** - Weekly reflections to be posted before each lecture. Weekly reflections are included to help students actively process course content, connect theory to personal experience, develop critical thinking, and track their own learning progress throughout the semester. All tasks must be submitted on time. Late submissions may lead to grade reduction or zero.

**-Mid-term Exam:** Covers the first part of the course (7 topics) (details and format will be announced in advance).

**-Final Exam:** Covers the second part of the course (details and format will be announced in advance).

**Academic misconduct**

Academic honesty plays an essential part in maintaining the integrity of Khazar University. Students are expected to recognize and uphold high standards of intellectual and academic integrity. The following

acts are examples of academic dishonesty and, therefore are strictly forbidden and will, if proven, be penalised:

- plagiarism,
- cheating,
- unauthorized collaboration,
- falsification,
- multiple submissions.

*On plagiarism:*

Plagiarism is unethical and an offense under the University regulations. Please familiarize yourself with the regulations relating to plagiarism and cheating in examinations.

Plagiarism is copying other people's work without proper attribution. The students committing plagiarism and the students providing materials for plagiarizing will automatically receive a zero (0) for the assignment. Students must always indicate that they used someone else's words and ideas if they have done so, by using quotation marks and mentioning the source in the text or a footnote. A bibliography must also follow the end of your essays.

**Rules of Professional Conduct**

The students shall behave in a way to create a favourable academic and professional environment during the class hours. Unauthorized discussions and unethical behaviour are strictly prohibited. Classroom behavior that seriously interferes with either (a) the instructor's ability to conduct the class or (b) the ability of other students to benefit from the course program will not be tolerated. When a student's behavior in a class is so seriously disruptive as to compel immediate action, the instructor has the authority to remove a student from the class on an interim basis, pending an informal hearing on the behavior.

**Tentative schedule**

<b>Week</b>	<b>Date</b>	<b>Topics to be covered</b>	<b>Tasks/Resources</b>
1.		Introduction to OB: What is Organizational Behaviour?	- Essentials of Organizational Behaviour (Stephen P. Robbins, Timothy A. Judge, Katherine E. Breward) Ch. 1 – Defines OB and its importance at individual, group, and organizational levels.
2.		Diversity in Organizations & Inclusion	Ch. 2 – Workforce diversity, discrimination, strategies for inclusion.

3.		Attitudes & Job Satisfaction, Mental Health Awareness	Ch. 3 – Links between job satisfaction, attitudes, and workplace wellbeing.
4.		Emotions & Moods	Ch. 4 – Emotional intelligence, affective events theory, stress and mood dynamics. <i>Helping People Change</i> (Boyatzis et al.) – Emotional intelligence in leadership
5.		Personality & Values, Identity Formation	Ch. 5 – Personality traits, values, identity formation and workplace behavior.
6.		Perception & Decision-Making	Ch. 6 – Biases, decision frameworks, and perception processes.
7		Motivation Theories & Coaching	Ch. 7 – Motivation theories with integration of coaching for resilience Fleming, I., & Taylor, A. J. D. (2018). <i>Coaching</i> (Coaching Pocketbook). Management Pocketbooks pages 5-24
<b>Mid-term exam</b>			
8		Foundations of Group Behaviour (Midterm Exam)	Ch. 9 – Group development, norms, and dynamics. Fleming, I., & Taylor, A. J. D. (2018). <i>Coaching</i> (Coaching Pocketbook). Management Pocketbooks pages 25 -34
9		Work Teams & Peer Mentoring Practices	Ch. 10 – Team effectiveness, collaboration, mentoring for teamwork. Alred, G., & Garvey, B. (2019). <i>The mentoring pocketbook pages 1-24</i>
10		Communication & Feedback Culture	Ch. 11 – Communication models, barriers, and psychological safety. Alred, G., & Garvey, B. (2019). <i>The mentoring pocketbook pages 25 - 63</i>

11		Leadership & Coaching Styles	Ch. 12 – Trait, behavioral, contingency approaches; coaching leadership. Fleming, I., & Taylor, A. J. D. (2018). <i>Coaching</i> (Coaching Pocketbook). Pages 43- 70
12		Power & Politics, Mentorship Ethics (Presentations due)	Ch. 13 – Organizational politics, influence, ethical mentoring. <i>Coaching &amp; Mentoring for Work-Life Balance</i> (Haddock-Millar & Tom) – Stress & resilience
13		Organizational Structure & Support Systems	Ch. 15 – Organizational design, span of control, support systems. Fleming, I., & Taylor, A. J. D. (2018). <i>Coaching</i> (Coaching Pocketbook), pages 71 - 88
14		Organizational Culture & Mental Health at Work	Ch. 16 – Shared values, culture shaping wellbeing and mental health. Harvard Business Review Articles on <i>Mental Health &amp; Wellbeing in Organizations</i>
15		Organizational Change & Stress Management	Ch. 17 – Change management, resilience, coping strategies. Fleming, I., & Taylor, A. J. D. (2018). <i>Coaching</i> (Coaching Pocketbook). Pages 90-104
<b>Final exam</b>			