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| **ÇAĞ UNIVERSITY**  **FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCES** | | | | | | | | | | | | | | | | | | | | | | |
| **Code** | | | | **Name** | | | | | | | | | | | **Credit** | | | | | **ECTS** | | |
| **MAN 220** | | | | Leadership & Organizational Behavior | | | | | | | | | | | 3 (3-0-3) | | | | | **6** | | |
| **Prerequisites** | | | | | | None | | | | | | | | | | | | | | | | |
| **Language of Instruction** | | | | | | English | | | | | **Mode of Delivery** | | | | | | Face to face | | | | | |
| **Type and Level of Course** | | | | | | Compulsory/Elective/2.Year/Spring Semester | | | | | | | | | | | | | | | | |
| **Lecturer** | | | | | | **Name** | | | | **Lecture Hours** | | | | | | **Office Hours** | | | | **Contact** | | |
| **Course Coordinator** | | | | | | Assist. Prof. Emre K. ÖZEKENCİ | | | | Thursday  10.15-12:35 | | | | | | Friday  14:00-16:00 | | | | [**ekadirozekenci@cag.edu.tr**](mailto:ekadirozekenci@cag.edu.tr) | | |
| **Course Objective** | | | | | | This course aims to develop students' understanding of leadership theories and organizational behavior principles to enhance managerial effectiveness. Students will explore key leadership styles, motivation strategies, team dynamics, and decision-making processes within organizations. The course also examines the impact of organizational culture, communication, and change management on employee performance and organizational success. By analyzing real-world cases, students will develop critical thinking and problem-solving skills to apply effective leadership and behavioral strategies in diverse organizational settings. | | | | | | | | | | | | | | | | |
| **Learning Outcomes of the Course** | |  | Students that upon successful completion of this course; | | | | | | | | | | | | | | | | **Relationship** | | | |
| **Prog. Output** | | | **Net Effect** |
| 1 | To develop effective organization structure for the company. | | | | | | | | | | | | | | | | 1 | | | 5 |
| 2 | To understand the Global Organizations | | | | | | | | | | | | | | | | 3&4 | | | 4&4 |
| 3 | To interpret the internal and external effects on organizations | | | | | | | | | | | | | | | | 5 | | | 5 |
| 4 | To develop the organizational innovation | | | | | | | | | | | | | | | | 3 | | | 4&4 |
| 5 | To understand the workplace design | | | | | | | | | | | | | | | | 5 | | | 5 |
| 6 | To understand the control process on organization in life cycle | | | | | | | | | | | | | | | | 8 | | | 4 |
| **Course Description :** The practical and theoretical knowledge developed in relation to the organization design and the theory which is designed in line with the aims of the course will be transferred to the students. Especially the basic features of organizational structure; Strategy, Organization and Effectiveness; Organizational design for global business world; Technology and organizations; Organizational culture and moral values; focusing on innovation and change in the world and will be made in the example with the level of understanding and comprehending the information sharing from Turkey. | | | | | | | | | | | | | | | | | | | | | | |
| **Course Contents:(Weekly Lecture Plan)** | | | | | | | | | | | | | | | | | | | | | | |
| **Week** | **Topic** | | | | | | | | | | | **Preparation** | | | | | | **Teaching Methods** | | | | |
| **1** | What is organizational behavior | | | | | | | | | | | Ch 1 | | | | | | Presentation&Discussion | | | | |
| **2** | Diversity, Equity, and Inclusion in Organizations | | | | | | | | | | | Ch 2 | | | | | | Presentation&Discussion | | | | |
| **3** | Job Attitudes | | | | | | | | | | | Ch 3 | | | | | | Presentation&Discussion | | | | |
| **4** | Emotions and Moods | | | | | | | | | | | Ch 4 | | | | | | Presentation&Discussion | | | | |
| **5** | Corporate Social Responsibilities | | | | | | | | | | | Discussion | | | | | | Presentation&Discussion | | | | |
| **6** | Midterm | | | | | | | | | | | - | | | | | | Presentation&Discussion | | | | |
| **7** | Personality and Individual Differences | | | | | | | | | | | Ch 5 | | | | | | Presentation&Discussion | | | | |
| **8** | Perception and Individual Decision Making | | | | | | | | | | | Ch 6 | | | | | | Presentation&Discussion | | | | |
| **9** | Motivation Concepts | | | | | | | | | | | Ch 7 | | | | | | Presentation&Discussion | | | | |
| **10** | Organizational Innovation | | | | | | | | | | | Discussion | | | | | | Presentation&Discussion | | | | |
| **11** | Motivation: From Concepts to Applications | | | | | | | | | | | Ch 8 | | | | | | Presentation&Discussion | | | | |
| **12** | Term Project | | | | | | | | | | | Presentation&Discussion | | | | | | Presentation&Discussion | | | | |
| **13** | Term Project | | | | | | | | | | | Presentation&Discussion | | | | | | Presentation&Discussion | | | | |
| **14** | Final Exam | | | | | | | | | | | - | | | | | | Presentation&Discussion | | | | |
| **REFERENCES** | | | | | | | | | | | | | | | | | | | | | | |
| **Textbook** | | | | | Stephen P. Robbins & Timothy A. Judge, Organizational Behaviour, 2023, 19th Edition | | | | | | | | | | | | | | | | | |
| **Recommended Resources** | | | | | Richard Daft , Understanding The Theory and Design of Organizations, 2010. | | | | | | | | | | | | | | | | | |
| **Other Resources** | | | | | Slides | | | | | | | | | | | | | | | | | |
| **ASSESSMENT METHODS** | | | | | | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | **Number** | | **Effect** | | | | **Notes** | | | | | | | | | |
| **Midterm** | | | | | | | 1 | | 30% | | | |  | | | | | | | | | |
| **Term Project** | | | | | | | 1 | | 20% | | | |  | | | | | | | | | |
| **Final** | | | | | | | 1 | | 50% | | | |  | | | | | | | | | |
| **ECTS TABLE** | | | | | | | | | | | | | | | | | | | | | | |
| **Content** | | | | | | | | **Number** | | | | | | **Hours** | | | | | | | **Total** | |
| **Hours in Classroom** | | | | | | | | **14** | | | | | | **3** | | | | | | | **42** | |
| **Hours out Classroom** | | | | | | | | **14** | | | | | | **3** | | | | | | | **42** | |
| **Term Project** | | | | | | | | **1** | | | | | | **20** | | | | | | | **20** | |
| **Midterm** | | | | | | | | **1** | | | | | | **30** | | | | | | | **40** | |
| **Final** | | | | | | | | **1** | | | | | | **40** | | | | | | | **50** | |
| **Total**  **Total / 30**  **ECTS Credit** | | | | | | | | | | | | | | | | | | | | | **194** | |
| **194/30 =6,46** | |
| **6** | |

**RECENT PERFORMANCE**

**MAN-220 Leadership & Organizational Behaviour**

**Term Project**

**Assessment Rubric**

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| Student: |  |
| Evaluator: |  |
| Date: |  |

For each of the evaluation dimensions identified below, use the evaluation rubric to assess the student’s work by specifying a score based on the performance ratings and descriptors delineated in the rubric form and supplying relevant comments in the space provided.

1. **Focus on Topic:** The degree to which the student will acquire fundamental and technical knowledge in the area of business and use this knowledge to approach business problems
2. **Integration of Theoretical and Practical Knowledge**: The extent to which students use elementary and relevant knowledge related with leadership and organizational behaviour applications.
3. **Analytical/Critical-Thinking Skills**: The degree to which the students will recognize the relations among businesses and identifies the research problem, concept, or idea, and specifies its constituent elements; investigates, selects, and organizes research information.
4. **Writing Skills**: The degree to which the student employs APA formatting in the written project, the extent to which the student uses appropriate language/word choice, mechanics, and writing conventions and the extent to which the student uses and cites appropriate resources in the research project
5. **Oral Communication Skills**: The degree to which the student presents the project information in a logical sequence, employs supporting graphics, and uses appropriate communication conventions in the oral presentation of the research project
6. **Collaboration/Integration Skills**: The degree to which the student will be able to apply effective communication skills and work in teams effectively
7. **Corporate Social Responsibility Awareness:** The extent to which the students will develop sensitivity towards society and environment.

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| **Research Project Evaluation Rubric** | | | | |
| **Criterion** | **Performance Rating** | | | **Score** |
| **Needs Improvement** | **Competent** | **Exemplary** |
|  | **0-5** | **6-15** | **16-25** |  |
| **Focus on Topic**  **(Content)** | Content is unclear, inaccurate, and/or incomplete; support for the central purpose, arguments, or goals of the project is weak or poorly discussed. | Presents clear and appropriate information that adequately supports the central purpose, arguments, or goals of the project. | Presents balanced, significant, and valid information that clearly and convincingly supports the central purpose, arguments, or goals of the project |  |
| **Comments**:  **Measures: ISLO 1;** students will be able to recognize elementary and relevant theoretical knowledge such as economics, law, mathematics, statistics, accounting and finance. | | | |
|  | **0-3** | **4-7** | **8-11** |  |
| **Integration of Theoretical and Practical Knowledge** | Definition of leadership and organizational behaviour application is not clearly stated. Supporting details and information are unclear regarding international trade & logistics. | Definition of leadership and organizational behaviour application is missing several elements. Supporting details and information are relevant but several topics are not discussed. | Definition of leadership and organizational behaviour application is clearly stated. Quality details give the reader important information about topics. |  |
| **Comments**:  **Measures: ISLO 2;** students will be able to use elementary and relevant knowledge related with international trade procedures. | | | |
|  | **0-3** | **4-7** | **8-11** |  |
| **Analytical/**  **Critical-Thinking Skills** | Research problem, concept, or idea is not clearly articulated, or its component elements are not identified or described; research information is poorly organized, categorized, and/or superficially examined. Personal assessment is not related to topic and no point of view regarding company. | Adequately identifies and describes (or sketches out) the research problem, concept, or idea and its components; gathers and examines information relating to the research problem, concept, or idea. Personal assessment is relevant but there is a need for more supporting knowledge. | Effectively formulates a clear description of the research problem, concept, or idea, and specifies major elements to be examined; selects and prioritizes information appropriate to addressing the research problem, concept, or idea. Main idea is stands out and is supported by detailed information. Personal assessment is clearly stated. |  |
| **Comments**:  **Measures: ISLO 3;** students will be able to demonstrate ability to arrive at optimal solutions to business problems by using critical thinking abilities. | | | |
|  | **0-3** | **4-7** | **8-11** |  |
| **Writing Skills**  **1) APA**  **2) References**  **3) Grammar** | **1)** Research project exhibits frequent and significant errors in APA formatting.  **2)** Most of the references are from sources that are not peer-reviewed or professional, and have uncertain reliability.  **3)** The written project exhibits multiple errors in grammar, sentence structure, and/or spelling; inadequate writing skills. | **1)** Professionally legitimate references are generally used; clear and fair citations are presented in most cases.  **2)** APA formatting is employed appropriately in the research project with a few minor errors.  **3)** Written research project displays good word choice, language conventions, and mechanics with a few minor errors in spelling, grammar | **1)** Presents compelling evidence from professionally legitimate sources; attribution is clear and  accurate.  **2)** APA format is used accurately  and consistently throughout the research project.  **3)** Readability of the project is enhanced by facility in language use/word choice; uses language conventions effectively |  |
| **Comments**:  **Measures: ISLO 4;** students will be able to learn how to gather date related with international trade and use research skills to analyze the available data. | | | |
|  | **0-6** | **7-13** | **14-20** |  |
| **Oral Communication Skills**  **(During presentation)** | Oral presentation cannot be understood because there is no logical sequencing of research information; presenter uses superfluous graphics or no graphics; presenter reads most or the entire project notes with little or no eye contact. There is no any supportive material (ppt, pdf, etc). The student does not use form of presentation (debate, dialogue, speech) to effectively communicate with audience. | Research information is presented in a sequence that the audience can follow; graphics support and are related to the content of the project; presenter maintains eye contact with the audience with a few minor exceptions; presenter reads from notes on a few occasions. There is a supportive material but there is a need for more knowledge. The student use form of presentation (debate, dialogue, speech) with several mistakes. | Research information is presented in a logical, interesting, and effective sequence, which the audience can easily follow; oral presentation uses effective graphics to explain and reinforce the information presented; presenter maintains eye contact with audience, seldom returning to notes; presenter speaks in a clear voice and uses correct. There is a sufficient material. The student use effectively forms of presentation (debate, dialogue, speech). |  |
| **Comments**:  **Measures: ISLO 5;** students will be able to present information orally and in writing at the stated level with colleagues over international trade. | | | |

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|  | **0-3** | **4-7** | **8-11** |  |
| **Collaboration & Integration Skills**  **(Team Working)** | The group atmosphere is competitive and/or individualistic.  Team working is not clear. | There is a general atmosphere of respect for group members, but some members of the group do not feel free to ask questions and contribute. Team working is relevant but should be developed. | Members of the group share respect for each other.  Team working is well established. |  |
| **Comments**:  **Measures: ISLO 6;** students will be able to utilize managerial skills to work effectively in teams. | | | |
| **Corporate Social Responsibility**  **Awareness** | **0-3** | **4-7** | **8-11** |  |
| Demonstrated limited awareness of environment and corporate social responsibility. The student didn’t prepare a letter of recommendation to company to enhance awareness of ethical issues in business world. Copy of letter is not available. | Demonstrated adequate awareness of environment and corporate social responsibility. The student prepares a letter of recommendation to company to enhance awareness of ethical issues in business world. But need to develop. Copy of letter is available. | Demonstrated strong awareness of environment and corporate social responsibility. The student prepares comprehensive letter of recommendation to company to enhance awareness of ethical issues in business world. Copy of letter is available. |  |
| **Comments**:  **Measures: ISLO 7;** students will be able to recognize business, ethical and cultural issues within the environment he / she lives. | | | |
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| **Summary Performance Ratings on Programmatic ISLOs** | |
| **ISLOs/Program-Level Assessment Criteria** | **Score** |
| Focus on Topic (Content) |  |
| Integration of Theoretical and Practical Knowledge |  |
| Analytical/Critical-Thinking Skills |  |
| Writing Skills |  |
| Oral Communication Skills |  |
| Collaboration & Integration Skills |  |
| Corporate Social Responsibility Awareness |  |
| **Total Score** |  |

CC (70/100) and higher grades will be considered as successful for this lecture.

*Best wishes...*

*Assist. Prof. Emre Kadir ÖZEKENCİ*