



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Organizational Behavior in Schools							
Course Code		EYT506		Couse Level		Second Cycle (Master's Degree)			
ECTS Credit	5	Workload	128 (<i>Hours</i>)	Theory	3	Practice	0	Laboratory	0
Objectives of the Course		At the end of this course students will be able to define behaviours of the workers at organizations, comprehend formal and informal relationships affecting management in organizations and evaluate the role of effective communication skills in school administration.							
Course Content		Human Relationships in Administration, aims and principles. Elements affecting organizational behaviour and human relationships; Reflection of administration style on human relationships.							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Discussion, Case Study, Individual Study, Problem Solving					
Name of Lecturer(s)									

Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	20
Final Examination	1	60
Assignment	1	20

Recommended or Required Reading

1	Tosi, Henry L.; John, R. Rizzo; Stephen Carroll (1990) Managing organizational behavior, Harper&Row Publishers, New York
2	İ.E.Başaran (1992) Yönetimde insan ilişkileri, Ankara
3	Bilgin, N. (2001) .İnsan ilişkileri ve kimlik Sistem Yayıncılık
4	Bilen M. (2004) .Sağlıklı insan ilişkileri. Anı Yayıncılık.
5	Gökçe, O. (2006). İletişim bilimi-insan ilişkilerinin anatomisi. Siyasal Kitabevi.
6	Kartal, S. (2007). Eğitimde örgütsel sosyalleşme. Ankara: Maya Akademi Yayın Dağıtım.
7	Dökmen, Ü. (2008). İletişim çatışmaları ve empati. Sistem Yayıncılık.
8	Lussier, R.(2009). Human relations in organizations: Applications and Skill Building . McGraw-Hill/Irwin.
9	Dubrin, A.(2010). Human relations for career and personal success: Concepts, Applications, and Skills. Prentice Hall NewYork:McGraw Hill Higher Education
10	Robbins, S. P., Rudge, T. A. (2011). Örgütsel davranış (çev. İnci Erdem). Ankara: Nobel Yayıncılık
11	Güney, S. (2009). Sosyal psikoloji. Ankara: Nobel Yayıncılık

Week	Weekly Detailed Course Contents	
1	Theoretical	Organizational Behaviour. Organizations. Administration
	Preparation Work	Robbins, S. P., Rudge, T. A. (2011). Örgütsel davranış (çev. İnci Erdem). Ankara: Nobel Yayıncılık
2	Theoretical	Authority and power
	Preparation Work	İ.E.Başaran (1992) Yönetimde insan ilişkileri, Ankara
3	Theoretical	Groups, Group Structures and Group Dynamics
	Preparation Work	İ.E.Başaran (1992) Yönetimde insan ilişkileri, Ankara
4	Theoretical	Social Effect and Obedience
	Preparation Work	Güney, S. (2009). Sosyal psikoloji. Ankara: Nobel Yayıncılık
5	Theoretical	Organizational Culture and Climate
	Preparation Work	Dubrin, A.(2010). Human relations for career and personal success: Concepts, Applications, and Skills. Prentice Hall NewYork:McGraw Hill Higher Education
6	Theoretical	Attitudes
	Preparation Work	Robbins, S. P., Rudge, T. A. (2011). Örgütsel davranış (çev. İnci Erdem). Ankara: Nobel Yayıncılık
7	Theoretical	Organizational Conflict
	Preparation Work	Dökmen, Ü. (2008). İletişim çatışmaları ve empati. Sistem Yayıncılık.
8	Intermediate Exam	Mid-Term Exam
9	Theoretical	Exhaustion, Stress Management
	Preparation Work	Güney, S. (2009). Sosyal psikoloji. Ankara: Nobel Yayıncılık



10	Theoretical	Morale and Job Satisfaction
	Preparation Work	Lussier, R.(2009). Human relations in organizations: Applications and Skill Building . McGraw-Hill/Irwin.
11	Theoretical	Alienation
	Preparation Work	Searching sources, analyzing articles
12	Theoretical	Mobbing
	Preparation Work	Searching sources, analyzing articles
13	Theoretical	Organizational Commitment
	Preparation Work	Searching sources, analyzing articles
14	Theoretical	Organizational Change and Development
	Preparation Work	Searching sources, analyzing articles
15	Theoretical	Evaluation
16	Final Exam	Final Exam

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	5	3	112
Midterm Examination	1	5	3	8
Final Examination	1	5	3	8
Total Workload (Hours)				128
[Total Workload (Hours) / 25*] = ECTS				5

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

1	To be able to have information about structures of the organizations
2	To be able to comprehend the internal Dynamics of the organizations
3	To be able to analyze the reasons and results of human behaviour in organizations
4	To be able to comprehend the organizational change phenomenon
5	To be able to comprehend the factors affecting organizational and individual performance

Programme Outcomes (Educational Administration Supervision Planning And Economics Master)

1	To be able to deepen the collected knowledge related to education toward basic theories and applications of EASPE and evaluate the relationships between the theories and applications related to educational administration and supervision.
2	To be able to comprehend the relationships between EASPE and psychology, sociology, philosophy, management, economy, political sciences and other related disciplines and to carry out interdisciplinary studies by using gained knowledge and abilities related to EASPE.
3	To be able to apply the knowledge obtained to different level educational organizations in order to be developed and be managed effectively.
4	To be able to identify the problems of educational administration and supervision by using the knowledge obtained in EASPE and to develop new point of views by using the knowledge obtained from related disciplines
5	To be able to propose solutions to the problems of educational system by using qualitative and quantitative research methods and by mounting the problems of EASPE in the problem-solving framework.
6	To be able to develop necessary skills of using statistical softwares in order to carry out a scientific research and to use knowledge and communication technologies necessary for sharing knowledge and data.
7	To be able to develop solution models toward the problems of EASPE by using related theories and approaches and to apply these solution models to the total system.
8	To be able to gain the knowledge necessary for carrying out independent studies in EASPE and to apply teamwork skills in order to reach effective results in interdisciplinary studies
9	To be able to evaluate assumptions, opinions and theories related to the field of EASPE by sceptical, logical, analitical, independent and cretical point of view.
10	To be able to internalize the principles of professional development and lifelong learning which are considered necessary for the field of EASPE.
11	To be able to transfer the recent developments in the field of EASPE and his/her quality scientific studies to the people, institutions and organizations in and out of the field by written, non-written and visual systematically
12	To be able to follow the recent international studies in the field ,to participate in international social and scientific teamworks and to have language skills and competence for sharing and demonstrating his / her studies.
13	To be able to interpret the strategies, politics and plans developed for educational system in the way of theories and principles of educational administration and supervision and to evaluate the obtained results in the framework of national and international indicators.



14	To be able to carry out research processes within the framework of EASPE by applying the social, scientific and ethical values.
15	To be able to develop new point of views by analyzing the reflections of international educational policies on national educational policies.
16	To To be able to develop leadership skills in order to move the human resources toward organizational goals and the visions of educational institutions.
17	To be able to evaluate the social,cultural and scientific educational developments in accordance with national policies and sources.
18	To be able to apply the strategies and processes designed in relation with change management at schools by analyzing the nature of internal and external forces leading towards change at schools within the framework of school and environment relations.

Contribution of Learning Outcomes to Programme Outcomes 1:Very Low, 2:Low, 3:Medium, 4:High, 5:Very High

	L1	L2	L3	L4	L5
P1	4	4	4	4	4
P2	4	4	4	4	4
P3	2	2	1		
P4	2	2	1	2	
P7	2	1		2	3
P8	3	3	3		
P10	3	3	3	2	
P13	2	2			
P14					1
P16	2				
P18	4	4	4	4	2

