



**Universitas Negeri Surabaya  
Faculty of Economics and Business  
Bachelor of Management Study Program**

Document  
Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Organizational behavior	6120103123	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	4	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Case Studies
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Program Learning Outcomes (PLO)	<b>PLO study program which is charged to the course</b>																																																																																																																						
	<b>PLO-5</b>	(PLO 7) Graduates are able to manage organizations ethically																																																																																																																					
	<b>PLO-7</b>	(PLO 2) Graduates are able to communicate effectively																																																																																																																					
	<b>PLO-12</b>	(PLO 6) Graduates are able to make appropriate strategic decisions for self-development																																																																																																																					
	<b>PLO-14</b>	(PLO 1) Graduates are able to master management theory as a whole																																																																																																																					
	<b>Program Objectives (PO)</b>																																																																																																																						
	<b>PO - 1</b>	C4. Students are able to describe organizational behavior correctly.																																																																																																																					
	<b>PO - 2</b>	P5. Students are able to operate information technology in the field of organizational behavior correctly.																																																																																																																					
	<b>PO - 3</b>	A5. Students are able to show intelligent, independent, honest, caring and tough character in organizational behavior learning activities.																																																																																																																					
	<b>PO - 4</b>	C4. Students are able to clearly differentiate human behavior (individuals and groups) in organizations.																																																																																																																					
	<b>PO - 5</b>	A4. Students are able to link theory with the practice of organizational behavior for organizational effectiveness appropriately.																																																																																																																					
	<b>PLO-PO Matrix</b>																																																																																																																						
		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>P.O</td> <td>PLO-5</td> <td>PLO-7</td> <td>PLO-12</td> <td>PLO-14</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-4</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-5</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	P.O	PLO-5	PLO-7	PLO-12	PLO-14	PO-1					PO-2					PO-3					PO-4					PO-5																																																																																											
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																																							
	<table border="1" style="width: 100%; text-align: center;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-5</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																	PO-4																	PO-5																
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Short Course Description	The Organizational Behavior course discusses theories and case studies on employee behavior in organizations at the individual, group and organizational levels. The topic of discussion in organizational behavior is studying leadership, organizational communication, organizational change, group dynamics, and organizational development. To achieve organizational development, a comprehensive study of an organization is needed. The learning method used in this course uses a case study approach and Problem Based Learning (PBL) to hone students' understanding of organizational behavior theory. Students look for case studies that occur in organizations and then solve the cases based on theory and research studies. The output of learning in the organizational behavior course is a report based on the case studies that have been studied.
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References	Main :						
		<ol style="list-style-type: none"> <li>1. Robbin, Stephen R. 2003. Organizational Behavior Tenth edition. Prentice Hall(ROB)</li> <li>2. Baron , Robert A. and Jerald Greenberg. 2008. Behavior in organizations. Pearson, Prentice Hall.</li> </ol>					
	Supporters:						
Supporting lecturer	<p>Prof. Dr. Dewie Tri Wijayati Wardoyo, M.Si.  Dwiarko Nugrohoseno, S.Psi., M.M.  Agus Frianto, S.T., S.E., M.M.  Hafid Kholidi Hadi, S.E., M.SM.  Khoirur Rozaq, S.E.Sy., M.M.  Fandi Fatoni, S.Pd., M.SM.  Zainur Rahman, S.E., M.Sc.  Muhammad Husain, S.Pd., M.M.  Dyandra Armyta Ramadhan, S.E., M.M.  Dr. Riedel Paulus Jacobis, S.E., M.M.  Bima Yatna Anugerah Ramadhani, B.Ba., M.M.</p>						
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [ Estimated time]		Learning materials [ References ]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline ( offline )	Online ( online )		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Able to understand the nature and development of organizational behavior (OB)	<ol style="list-style-type: none"> <li>1. Able to define OB</li> <li>2. Able to describe what managers do</li> <li>3. Able to explain the value of a systematic study of OB</li> <li>4. Able to identify challenges and opportunities for managers with the concept of OB</li> <li>5. Able to explain the development of OB science</li> <li>6. Able to explain the purpose of understanding OB (independent )</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.General Assessment Criteria:</li> <li>2.a.UJS write (weight 80) Characters 20 total 100</li> <li>3.b. Bill (Task):</li> <li>4.Coverage of project visits to mangroves (weight 20)</li> <li>5.Project report (Weight 40)</li> <li>6.power point (weight 20)</li> <li>7.Character (weight 20).. Total 100</li> <li>8.c. Participation :</li> <li>9.Absent (weight 40)</li> <li>10.Discussion (weight 40)</li> <li>11.Character (weight 20).. Total 100</li> <li>12.d. Written final exam (weight 80) Characters 20 . Total 100</li> <li>13.Final score (102 103 102 103):10 100</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	CTL, Observing Lecturer Orientation, Group Discussions and 3 X 50 Assignments		<p><b>Material:</b> organizational behavior (OB)</p> <p><b>Reference:</b> Robbin, Stephen R. 2003. Organizational Behavior Tenth edition. Prentice Hall(ROB)</p> <hr/> <p><b>Material:</b> organizational behavior</p> <p><b>References:</b> Baron, Robert A. and Jerald Greenberg. 2008. Behavior in organizations. Pearson, Prentice Hall.</p>	4%

2	Examining various characteristics inherent in individuals and other determinants that determine individual behavior	<p>1. Can explain &amp; identify biographical characteristics, types of abilities, and learning theories Can explain the determinants of perception and how perception influences decision making, as well as criteria for ethical decision making</p> <p>2. Can explain the source of value systems, the relationship between attitudes &amp; behavior, and the determinants of job satisfaction</p> <p>3 4. Can explain the determinants of personality and emotions, and understand how to read emotions</p> <p>4. Can explain the determinants of perception and how perception influences decision making, as well as the criteria for ethical decision making.</p>	<p><b>Criteria:</b> holistic rubric</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Reading literature and listening to students' explanations 3 X 50		<p><b>Material:</b> organizational behavior</p> <p><b>Reference:</b> <i>Robbin, Stephen R. 2003. Organizational Behavior Tenth edition. Prentice Hall(ROB)</i></p> <hr/> <p><b>Material:</b> organizational behavior</p> <p><b>References:</b> <i>Baron, Robert A. and Jerald Greenberg. 2008. Behavior in organizations. Pearson, Prentice Hall.</i></p>	4%
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4	Understand motivation theories and apply them in organizational life	1. Can define motivation and explain the motivation process 2. Can explain Maslow's hierarchy of needs, distinguish Theory various current issues about motivation	<b>Form of Assessment :</b> Participatory Activities	Reading literature and listening to students' explanations 3 X 50		<b>Material:</b> motivation theories <b>Bibliography:</b> <i>Robbin, Stephen R. 2003. Organizational Behavior Tenth edition. Prentice Hall(ROB)</i>	4%
5	Understand motivation theories and apply them in organizational life	1. Can define motivation and explain the motivation process 2. Can explain Maslow's hierarchy of needs, distinguish Theory various current issues about motivation	<b>Form of Assessment :</b> Participatory Activities	Reading literature and listening to students' explanations 3 X 50		<b>Material:</b> motivation theories <b>Bibliography:</b> <i>Robbin, Stephen R. 2003. Organizational Behavior Tenth edition. Prentice Hall(ROB)</i>	4%
6	Understand group dynamics and their implications for individual behavior and organizational performance	1. Can distinguish formal vs informal groups 2. Can compare two models of group development 3. Can analyze group interactions 4. Can explain the implications of external conditions on individual behavior 5. Know the resources of group members 6. Can explain structure, processes, tasks and decision making group 7. Can differentiate work teams vs groups 8. Can understand how to manage work teams	<b>Form of Assessment :</b> Participatory Activities	Reading literature and listening to students' explanations 3 X 50		<b>Material:</b> group dynamics <b>Reference:</b> <i>Robbin, Stephen R. 2003. Organizational Behavior Tenth edition. Prentice Hall(ROB)</i>	3%

7	Understand the role of communication for the effective achievement of organizational goals	1. Can explain the function of communication 2. Can describe the communication process 3. Can distinguish types of communication 4. Can identify communication barriers 5. Can find strategies for effective communication	<b>Criteria:</b> holistic rubric  <b>Form of Assessment :</b> Participatory Activities	Reading literature and listening to students' explanations 3 X 50		<b>Material:</b> role of communication <b>Reference:</b> <i>Robbin, Stephen R. 2003. Organizational Behavior Tenth edition. Prentice Hall(ROB)</i>  <b>Material:</b> role of communication <b>Bibliography:</b> <i>Baron, Robert A. and Jerald Greenberg. 2008. Behavior in organizations. Pearson, Prentice Hall.</i>	0%
8	UTS		<b>Form of Assessment :</b> Test	3 X 50			20%
9	Can understand leadership theories and various contemporary issues in leadership	Can differentiate leadership vs management Can explain leadership theories Can identify the 4 dimensions of trust Can explain the 4 components of EQ, and their role in leadership effectiveness Can explain the role of mentors Can identify various challenges in building leadership	<b>Criteria:</b> holistic rubric	Reading literature and listening to students' explanations 3 X 50		<b>Material:</b> leadership <b>Reference:</b> <i>Robbin, Stephen R. 2003. Organizational Behavior Tenth edition. Prentice Hall(ROB)</i>  <b>Material:</b> leadership <b>Bibliography:</b> <i>Baron, Robert A. and Jerald Greenberg. 2008. Behavior in organizations. Pearson, Prentice Hall.</i>	2%
10	Understand power and its relationship to authority and influence, as well as its implications for political behavior	Can identify power, and its relationship to authority and influence Can identify types of power Can discuss various contingency approaches to power Can explain the macro view of power Can relate political implications to power Can explain political strategies for the acquisition of power in modern organizations		Reading literature and listening to students' explanations 3 X 50			0%
11	Identify conflicts and determine effective negotiation strategies	Can define conflict and negotiation Can differentiate between various views about conflict Can differentiate the function, relationship and process of conflict Can determine conflict handling strategies Can determine effective negotiation strategies Can describe the negotiation process	<b>Form of Assessment :</b> Participatory Activities	Reading literature and listening to students' explanations 3 X 50			3%

12	Can understand the consequences, indicators and sources of stress, as well as strategies for dealing with stress in the organization	<p>1.1. Can define stress</p> <p>2.2. Can identify the effects and signs of stress</p> <p>3.3. Can explain the sources of stress</p> <p>4.4. Can determine strategies to reduce stress in the organization</p>	<p><b>Form of Assessment :</b> Participatory Activities</p>	Reading literature and listening to students' explanations 3 X 50		<p><b>Material:</b> stress <b>Reference:</b> <i>Robbin, Stephen R. 2003. Organizational Behavior Tenth edition. Prentice Hall(ROB)</i></p>	5%
13	Can understand how to design the right organizational structure	<p>1.1. Can identify six key elements of organizational structure</p> <p>2.2. Can explain the characteristics of simple structures, bureaucracy, matrices, teams and virtual organizations</p> <p>3.3. Can compare mechanistic and organic structural models</p> <p>4.4. Can explain the implications of organizational design on employee behavior</p>	<p><b>Form of Assessment :</b> Participatory Activities</p>	Reading literature and listening to students' explanations 3 X 50		<p><b>Material:</b> organization structure <b>Reference:</b> <i>Robbin, Stephen R. 2003. Organizational Behavior Tenth edition. Prentice Hall(ROB)</i></p> <hr/> <p><b>Material:</b> organization structure <b>Bibliography:</b> <i>Baron, Robert A. and Jerald Greenberg. 2008. Behavior in organizations. Pearson, Prentice Hall.</i></p>	0%
14	Can understand how to build and maintain organizational culture	Can define organizational culture and its characteristics, as well as compare weak vs strong organizational cultures; Organizational culture vs. national culture Can explain the determinants of organizational culture\ Can clarify how employees learn about organizations Describe customer responsive culture, and ethical culture Can identify characteristics of spiritual culture	<p><b>Criteria:</b> holistic rubric</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Reading literature and listening to students' explanations 3 X 50		<p><b>Material:</b> culture <b>Reference:</b> <i>Robbin, Stephen R. 2003. Organizational Behavior Tenth edition. Prentice Hall(ROB)</i></p> <hr/> <p><b>Material:</b> culture <b>Bibliography:</b> <i>Baron, Robert A. and Jerald Greenberg. 2008. Behavior in organizations. Pearson, Prentice Hall.</i></p>	4%
15	Understand the characteristics of OD and how to manage change	Can analyze environmental changes affecting the organization Can explain how to manage change Can identify resistance to change Explain techniques in OD Can identify contemporary change trends	<p><b>Criteria:</b> holistic rubric</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Reading literature and listening to students' explanations 3 X 50		<p><b>Material:</b> characteristics of OD <b>Reference:</b> <i>Robbin, Stephen R. 2003. Organizational Behavior Tenth edition. Prentice Hall(ROB)</i></p>	5%
16	UAS		<p><b>Form of Assessment :</b> Test</p>	3 X 50			30%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	40%
2.	Test	50%
		90%

#### Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.