Organizational Behavior and Leadership (MGT 557)

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COURSE SYLLABUS
MBA Fall Semester 2011

Institute of Business Administration (IBA)
Background and Objectives of the course

Organizational behavior is a field of study that investigates the impact that individuals, groups, organization structure, organization values, and culture have on the behavior of employees within the organization. OB focuses on the understanding and managing people and organizational process to improve the organizational performance and effectiveness.

Organization behavior provides a major challenge for managers and at the same time it provides an opportunity for managers to change and improve the existing system and performance of the organization. Therefore, managers must learn to take advantages from individual differences, group diversity, and intra group conflicts with the organization.

Similarly, it is important for successful managers that they not only understand the individuals, group dynamics, and organizations’ processes and design, but also appreciate organizations external environment.

Finally, OB can offer managers guidelines in creating and ethically healthy work climate within the unit and organization.

The course on OB and Leadership provides an opportunity for students to understand the individual processes and the interdependence of these processes within the organizational framework. An integral part of this course is to develop students’ analytical skills, leadership and interpersonal skills, through experiential exercises, case discussions and through self-assessment tools.

The objectives of the course are;

- To understand personality and differences, employee motivation, attitudes and values, perceptions and its influence over behavior and performance.
- To understand team development and group dynamics within the large organization and at the unit level.
• To examine and develop the understanding and the skills to formulate organization purpose, vision and mission statement
• To explore and analyze organization external environment, and technological changes influencing structure and strategy of the organization
• To develop understanding about different organizational models and rationale for organization design
• To review transformational leadership and examine leadership role in organization change processes at different organizational levels
• To examine power and political influence tactics within the organizations
• To review organization culture and cross culture management

Course Modules

Module-I: Personality, Values and Attitudes, Perceptions and Motivation

1. What is Personality and how does personality attributes, motivations, values and attitudes, perceptions, influence individuals and groups in organization
2. What is team and how teams are developed and produce results in organization?

Module-II: Purpose and Mission of the Organization

1. How organizations develop and use purpose and mission statement
2. What are the implications of having and not having mission / vision
3. Organizational models

Module-III: Organizational Environment, Structure, and Strategy

1. Organization structure, design and diagnosis issues
2. Analysis of organizational environment and its linkages with structure etc.
3. Analysis of strategy and its linkages with structure
4. Analysis of technological changes and its influence over organization, structure and design issues
5. Designing Organizations

Module-IV: Leadership and Change in Organizations

1. Transformational Leadership
2. Leadership in organization  
3. Change Processes in organizations  
4. Leadership Role in Change Processes

Module-V: Power and Influence in Organization

1. Concept of Power and Influence  
2. Legitimization of power  
3. Managing of Power  
4. Negotiation and Conflict Resolution in Organization

Module-VI: Organization Culture

1. Organization culture theory and practice  
2. Managing cross culture  
3. Organization culture and organization design issues

GRADING POLICY

- CLASS PARTICIPATION 25%  
- GROUP PROJECT 20%  
- Midterm/ WAC 15%  
- QUIZZES 10%  
- FINAL EXAM 30%
Class Conduct:

Each session will be 90 Minutes and there will be little tolerance for late coming in the class. You will not be allowed to use cell phones in the class. You are only allowed to have more than four absences from the class (no need to submit any explanations or medical certificates for these absences) if you are absent more than 4 you will not be allowed to sit in the final exam. If you missed any exam there will be no retake exams. In this course every class is a grade class for your class participation (CP). It is my responsibility to give you fair chance to speak in the class. If you were not given call in two classes please come and see me.

Faculty Hours: Every Tuesday and Friday between 1PM to 2 PM or you can also send me email or SMS for appointment 03028499324 and send me email at (nafghan@iba.edu.pk)

Class participation rules:

1. You will only raise your hand in the class and will not speak without my permission.
2. You will not waste class time by talking in the class without any direct link with the subject matter or the issue.
3. Your Class Participation will help you develop your communication skills, your critical thinking skills and build your self-confidence. Every case class is a chance to polish your functional knowledge and leadership skills. Therefore, please take responsibility of your own development.
4. Your CP provides an opportunity for me to know your thinking skills, communication skills and your analytical skills. Your CP also helps me to evaluate your abilities as a problem solver and decision maker. Therefore take CP very seriously.
5. Case class session is learning through discussions and it is extremely important that you read and prepare case study and theory part of the session. Most cases will have separate theory reading to analyze the case issues, but some cases will have no readings.
6. To bring rigor and intellectual depth in the case learning it is your responsibility to ask your class fellows and friends to read the case study and theory part before the class. If they do not read case study and theory, your learning from the class session will suffer. I will not share case facts or core issues of the case in the class. I will ask
questions to bring those issues on the board. I will also bring key
concepts in the class for discussions and in the end present summary
of class discussions.

CP Grading: (0-5)

1. Weak (0-1)
   - Poor class participation,
   - mostly cold calls
   - Wrong facts / data in class about the case
   - Creating disruption and not allowing
   Other participants to speak

2. Adequate to Good (1-2)
   - Shows comprehension of the case and the reading
   - Speaks coherent manner and understandable way
   - Presents ideas and argument clearly
   - Provides key elements of the case, basic facts/knowledge of the
case during the discussion
   - Speaks understandable English

3. Very Good (2-3)
   - Shows advance level of case knowledge
   - Shows basic competence in synthesis and critical
   thinking
   - Logically organized ideas
   - Clear thoughts about the case issues and analysis of
different alternatives
   - confidently defending argument and position in the
class discussion
4. **Excellent (3-4)**

- Well organized and structured ideas without errors
- Shows clear understanding about case concepts (both core issues and conceptual issues)
- Strong evidence of critical thinking and intellect
- Ability to perform critical analyses, identification of dilemmas, and tensions points,
- Able to identify paradoxes and presents arguments around it
- Ability to present arguments from thinking two opposite ideas at the same time during the class discussion
- Shows ability to Synthesis – connections of various ideas
- Shows ability to develop an idea, build content and Substance and able to develop real application and action plan

5. **Exceptional in all respect (4-5)**

- Original thinking and creative ideas and sound action Planning abilities
- Generated new thinking in the class and added new dimension in the class discussion about the case
- Very high level of synthesis of ideas and application
- Extension of the case / class contents / objectives
- Demonstrates very high level of intellectual rigor in the class
Academic Dishonesty:

The consequences for submitting or aiding in the exam, cheating in the exam (any exam) or submission of a plagiarized, purchased, download or copied from the web, contracted or in any manner inappropriately negotiated or falsified assignment, test, essay, project or any evaluated material is the separation from the MBA program (please see IBA policy on it).

Readings:

OB Change Project

Purpose of the project:

Initiating and implementing behavior change within the existing system is perhaps the most difficult job for any manager.

The objective of this change project is to develop and enhance your conceptualizing skills, analytical and team building skills. Through conducting an analysis of the existing situation, developing and analyzing different alternatives and selecting and implementing the most suitable idea or solution. The real life project will provide you an opportunity to work as team and manage inter group conflicts and achieving results.

Your group (4-5 students) has to select the topic or area within the IBA or outside IBA and initiate the change project. In this change project you will have to conduct an analysis of the existing system and implement the new action plan to change the situation into desire position.

Methodology:

Conduct interviews and research, development and implementation of change plan. Apply concepts from http://www.mindtools.com etc.

Project Grading: 20%

There are two parts of this project

A. Written part: written part will be considered as project report and this written report will be graded as group report (no individual grading).
B. Presentation part: your group will present your findings in front of the class and sessions 26 and 27 are reserved. (grades will be assigned after final presentation)

Size of the report:

Not more then 20 pages (single space) including annexure and Bibliography. Font size 13... Times New Roman

The Case Method

A case is a description of a real business situation. By identifying the problems in a given situation, analyzing preferred solutions, and devising implementation strategies, the students learn skills that equip them for their role as managers.

Bringing real-life business problems into the classroom is at the heart of the IBA MBA experience and the essence of the case method.

The case method, presents the greatest challenges confronting leading companies today—complete with the constraints and incomplete information found in a real business situation—and places the participants in the role of the decision maker.

The case method is particularly demanding of participants. When participants are presented with a case, they place themselves in the role of the decision-maker as they read through the situation and identify the problem they are faced with. The next step is to identify alternative, perform the necessary analysis—examining the causes, considering alternative courses of actions—to come to a set of recommendations.

To get the most out of cases, participants read and reflect on the case, they meet in small study groups before class to "warm up" and discuss their findings with other classmates. In class, under the questioning and guidance of the instructor, participants probe underlying issues, compare different alternatives, and finally, suggest courses of action in light of the case objectives.
1 Individual Preparation

Individual preparation is the first step in the learning process and includes study from textbooks and other assigned reading materials, along with a rigorous analysis of the case. This crucial step in case preparation is a key responsibility of the students. Each student is expected to have read and prepared the case thoroughly before coming to the discussion group or the class.

2 Discussion Groups

Before the class session, collective learning and interaction in discussion groups augment individual preparation. Interaction with the members of the group enhances team spirit. These groups meet between sessions to prepare for the next class. In these meetings, each member contributes individual analysis and personal point of view for the issues in the case. Through sharing of diverse views and insights, the overall understanding of the case is enhanced, validity of arguments is determined, and new dimensions are added to the problems and prescribed solutions.

Discussion groups provide an important peer-based support mechanism to students, especially in the early stage of the Programme. It helps the students to develop intellectual and emotional support systems, which are crucial in a high-pressure environment at IBA. Discussions groups, however, should not be used as a substitute for individual preparation.

Participation requirements in discussion groups for various subjects are identified in the weekly schedule sheets. Students must ensure punctuality, attendance and active participation.

3 Class Session

The individual and discussion group preparation of a case culminates in a collective classroom discussion under the guidance of an instructor. Contribution to classroom discussion is extremely important and constitutes a significant portion of the course grade. Effective class contribution requires active listening by a participant in the classroom. The case-study method enables participants to question conventional
thinking, test ideas, and brainstorm solutions using real-life examples. Lively peer interaction is an integral part of the learning process, and the IBA classroom provides a rich climate for discussion. The dynamic exchange of knowledge and experience among successful individuals from different cultures and academic backgrounds encourages shared insights and enhances learning. Lectures, videos, and computer exercises complement the classroom experience.

To facilitate class discussions, participants must occupy the seats assigned to them and their nameplates must always be in place.

*As a courtesy to your fellow participants and to preserve the discussion focus, please do not leave the classroom unnecessarily.*

Thank you
Nasir Afghan