**MGT 551 Organizational Behavior**

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| Resource Person: |  **Naveda Kitchlew** |
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| Contact Hours: | *Counseling hours:*

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| **Tuesday** | **Wednesday** | **Friday** |
| 4:00pm - 6:00pm | 4:00 pm – 6:30 pm | 3:00pm -6:00pm |

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| Office Address: | Room No: 3N6 North Block Main Building  |
| Programme: | MBA |
| Section: | G |
| Semester: | Fall 2022 |
| Course Pre-requisites: | Dynamics of Management (MG – 551) |
| Credit Hours: | 3 |
| Course Type: | Graduate |
| Venue/Day/Time: | Tuesday ( 6:30-9:15) MBA Corridor |
| Course URL (if any): |  |

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| **Course Description:** |
| In this course we will examine management problems associated with “BEHAVIORS” in business organizations i.e. Individuals, Groups & Structure. The objective of the course is to improve your effectiveness as a manager by introducing you to frameworks from the social sciences that are useful for understanding organization processes and by giving you experience in applying these frameworks to particular cases.The purpose of the course is to improve your ability to understand organizations and to act effectively in them. Attempts to improve organizations in the absence of understanding often make things worse instead of better. A solid understanding helps to minimize surprise, confusion, and catastrophe. Theory, skills, and sound intuition are all helpful and needed. This course seeks to develop sound intuition and expand your repository of theory and skills.  |

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| **Course Teaching Methodology:** |
| Teaching methodology for the course is designed to augment participants’ learning through (a) reading & discussion, (b) observation, and (c) experimentation. Besides readings, lectures, and discussions, in-class personal assessment exercises will be conducted. 1. Lectures and Discussions
2. Class Activities and Presentations
3. Videos
4. Self-assessment exercises
5. Case based teaching
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| **Programme Educational Objectives (POs):** |
| PO-1 | To inculcate reasoning, critical analytical, problem-solving, and decision-making skills |
| PO-2 | To provide real-life work experiences. |
| PO-3 | To provide opportunities to network with employers and entrepreneurs. |
| PO-4 | To develop future leaders, managers, and entrepreneurs for the digital and globalized world. |
| PO-5 | To develop effective presentation, oral, and written communication skills |
| PO-6 | To expose students to the important social, environmental, economic and ethical issues. |

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| **Programme Learning Outcomes (PLOs):****After completing this degree programme, students shall be able to:** |
|  | **Mapping the PLOs with POs** |
| PLO-1 | Critically analyze complex business situations and make appropriate decisions. | PO-1, PO-6 |
| PLO-2 | Successfully negotiate with the challenging work demands. | PO-2 |
| PLO-3 | Apply organizational theories, models, and frameworks to the real-world business situations to solve managerial issues. | PO-1, PO-4 |
| PLO-4 | Communicate effectively and efficiently and deliver professional business presentations. | PO-1, PO-5 |
| PLO-5 | Analyze and evaluate market opportunities and develop viable business plans. | PO-3,PO-1, PO-6 |
| PLO-6 | Use digital technologies and data analytics tools to make informed decisions. | PO-1, PO-4 |

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| **Course Objectives (COs)** |
| CO-1 | To understand the basis of human behavior and to be able to assess why people do what they are doing |
| CO-2 | To be able to diagnose common OB problems encountered within an organization and to come up with relevant set of solutions and recommendations. |
| CO-3 | Develop the capacity to create moral courage, which strengthens the ability to lead, build teams, and collaborate with partners both locally and internationally. |
| CO-4 | The course addresses the process of developing effective relationships with a diverse collection of individuals, groups as well as teams. |
| CO-5 | The course helps you develop and understand of what it takes to be an effective leader |
| CO-6 | To learn how employees are motivated. |
| **Course Learning Outcomes (CLOs):****After completing this course, students shall be able to:** |
|  | **Mapping the CLOs with PLOs** |
| CLO-1 | To understand what it takes to be an effective leader through leadership skills. | PLO1, PLO-2 |
| CLO-2 | To comprehend the process of developing effective relationships with a diverse collection of individuals, groups as well as teams; and be able to generate and implement new business ideas | PLO2, PLO-3 |
| CLO-3 | To be able to diagnose common OB problems encountered within an organization and to come up with relevant set of solutions and recommendations. | PLO1, PLO-5 |
| CLO-4 | To improve student’s analytical abilities in interpreting the behaviors of others | PLO-4, PLO5 |
| CLO-5 | To understand the basis of human behavior and to be able to assess why people do what they are doing, and vis-à-vis take actions  | PLO-3, PLO-4 |
| CLO-6 | To be able to apply the knowledge and concepts learnt in the class to real life organization and to come up with relevant set of solutions and recommendations | PLO-6, PLO-5 |

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| **Assurance of Learning and Assessment Items:***Specify Assessment Items that will assure student learning through application and achieve objectives of specific PLOs / COs / CLOs* |
| **Assessment Item** | **Application/ Objectives****PLO / CO / CLO** |
| Case Studies/Scenarios | PLO/CO/CLO – 1/1-2-3-5/3-4-5-6 |
| Active Projects | PLO/CO/CLO – 1-2-4/3-5/4-6 |
| Presentations | PLO/CO/CLO – 1-4-6/1-5/1 |
| Class Activities | PLO/CO/CLO – 1-3/1-2/4-6 |

**Grade Evaluation Criteria**

Following is the criteria for the distribution of marks to evaluate final grade in a semester

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| **Assessment Tools** |   **Assessment Details** | **% age** |
| Quizzes | Quizzes will be conducted after every two sessions. Quizzes can comprise of short questions, objective questions, short case analysis etc. Quizzes will be graded on N-1 bases. There is no makeup’s for missed quizzes | 15% |
| Assignments | Case Study Assignments relating to the outcomes of the topics covered will be turned in periodically. **Grading:** 100 Marks/assignment. [Distribution: Assignment structure (10), Content and analysis (50), Conclusion and value addition (20) Use of English and formatting (10), referencing (10)] | 15% |
| Mid Term | Will constitute of the topics covered up till the 7th Session. The Exam will have an objective portion (MCQ’s) and a subjective part comprising of short answers, detailed implied, scenario based or case based questions. | 20% |
| Class Participation | Positive, healthy and constructive class participation will be monitored for **each class**. Proactively and vocally participating in the discussions and the way in which concepts are carried forward will constitute to good class participation. Quality rather than quantity will be graded. Quality class participation will be based upon i) Relevance, ii) Advancement, iii) Fact based, iv) Logical and V) Originality. | 15% |
| Final Presentation | Evaluation Form Attached | 10% |
| Final Exam |  | 25% |

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| **STUDENTS ARE REQUIRED TO READ AND UNDERSTAND ALL ITEMS OUTLINED IN THE PARTICIPANT HANDBOOK****Class Policy: -*** Be on Time

You need to be at class at the assigned time. After 10 minutes past the assigned time, you will be marked absent. * Mobile Policy

**TURN OFF YOUR MOBILE PHONE!** It is unprofessional to be texting or otherwise.* Email Policy

**READ YOUR EMAILS!** You are responsible if you miss a deadline because you did not read your email.Participants should regularly check their university emails accounts regularly and respond accordingly. * **Class Attendance Policy**

A minimum of 80% attendance is required for a participant to be eligible to sit in the final examination. Being sick and going to weddings are absences and will not be counted as present. You have the opportunity to use 6 absences out of 30 classes. Participants with less than 80% of attendance in a course will be given grade ‘F’ (Fail) and will not be allowed to take end term exams. International students who will be leaving for visa during semester should not use any days off except for visa trip. Otherwise they could reach short attendance.* **Moodle**

UMT –LMS (Moodle) is an Open Source Course Management System (CMS), also known as a learning Management System (LMS). Participants should regularly visit the course website on MOODLE Course Management system, and fully benefit from its capabilities. If you are facing any problem using Moodle, visit <http://oit.umt.edu.pk/moodle>. For further query send your queries to moodle@umt.edu.pk* **Harassment Policy**

Sexual or any other harassment is prohibited and is constituted as punishable offence. Sexual or any other harassment of any participant will not be tolerated. All actions categorized as sexual or any other harassment when done physically or verbally would also be considered as sexual harassment when done using electronic media such as computers, mobiles, internet, emails etc.* **Use of Unfair Means/Honesty Policy**

Any participant found using unfair means or assisting another participant during a class test/quiz, assignments or examination would be liable to disciplinary action. * **Plagiarism Policy**All students are required to attach a “Turnitin” report on every assignment, big or small. Any student who attempts to bypass “Turnitin” will receive “F” grade which will count towards the CGPA. The participants submit the plagiarism report to the resource person with every assignment, report, project, thesis etc. If student attempts to cheat Turnitin, he/she will receive a second “F” that will count towards the CGPA. There are special rules on plagiarism for final reports etc. all outlined in your handbook.
* **Withdraw Policy**

Students may withdraw from a course till the end of the 12th week of the semester. Consequently, grade W will be awarded to the student which shall have no impact on the calculation of the GPA of the student. A Student withdrawing after the 12th week shall be automatically awarded “F” grade which shall count in the GPA.* **Communication of Results**

The results of quizzes, midterms and assignments are communicated to the participants during the semester and answer books are returned to them. It is the responsibility of the course instructor to keep the participants informed about his/her progress during the semester. The course instructor will inform a participant at least one week before the final examination related to his or her performance in the course.  |

*\*Rubrics for all assessments (including mid and final exams) will be provided separately to the students.*

**Calendar of Course contents to be covered during semester**

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| **Week** |  **Course Contents** |  **Expected Learning Outcomes** | **Assessment criteria & Teaching methods** | **Reference Chapter(s)** |
| 1 | **Organizational Behavior:**Basic managerial functions, roles, and skills and how they relate to the field of OB, including implications of environmental challenges. Multi-disciplinary nature of the field of organizational behavior | Students will be able to * Explain the value of the systematic study of OB.
* Identify the contributions made to OB by major behavioral science disciplines.
* List the major challenges and opportunities for managers to use OB concepts.
* Explain the need for a contingency approach to the study of OB.
* Discuss the multidisciplinary origins of the study of organizational behavior.
* Know as to why an understanding of human behavior in organizations is critical to a successful career in management.
 | IntroductionIce BreakingLectureVideo clips worksheets | Chapter: 1 |
| 2 | **Personality and Values:** | Students will be able to * Explain the factors that determine an individual’s personality.
* Describe the Meyers-Briggs Type Indicator personality framework.
* Identify the key traits in the Big Five personality model.
* Explain how the major personality attributes predict behavior at work.
* Contrast terminal and instrumental values
* List the dominant values in today’s workforce.
* Identify Hofstede’s five value dimensions of national culture.
 |  Experiential Exercise to assess individual personalities. Assignment:**Companies Dealing with OB Issues**  | Chapter: 1&5 |
|  3 | **Motivation:**Understanding of process-based perspectives in motivation through the equity, expectancy, and reinforcement theories.Job design, work arrangements, and employee participation affect individualperformance and job satisfaction. | Students will be able to: * Outline the motivation process.
* Describe Maslow’s need hierarchy.
* Differentiate motivators from hygiene factors.
* List the characteristics that high achievers prefer in a job.
* Summarize the types of goals that increase performance.
* Discuss ways self-efficacy can be increased.
* State the impact of under rewarding employees.
* Clarify the key relationships in expectancy theory.
* Explain how the contemporary theories of motivation complement each other.
 | Lecture and Interactive Discussion on What Motivates You?b. Perception IS RealitySecond Quiz | Chapter 8 |
|   4 | **Teams:** Understanding of how individuals make up teams and organizational effectiveness is reliant on each level.  | Students will be able to * Explain the growing popularity of teams in organizations.
* Contrast teams with groups.
* Specify the characteristics of effective and
* teams.
* Explain how organizations can create team players.
* Describe conditions when individuals are preferred over teams.
* Gain insight into the functioning of teams and understand why the norms and values of teams, as well as the roles assigned to team members, influence the teams' contributions to overall organizational goals.
 | LectureGroup Discussion.Practical Writing using real case examples.Questions for critical thinking.Graded Team exercise | Chapter: 8 &10 |
|  5 | Communication | Students will be able to * Define the nature and function of communication.
* Compare and contrast methods of interpersonal communication.
* Identify barriers to effective interpersonal communication and how to overcome them.
* Develop your skill at listening actively.
* Explain how communication can flow most effectively in organizations.
* Describe how technology affects managerial communication and organizations.
 | Lecture and Interactive Discussion.Video clipsAssessment tools for listening and perspectives.What type of listener are you? | Chapter 11 |
| 6 |  | Communication continued | Quiz Three |  |
| 7. | **Power and Politics in Organizations:**Study of power, influence, and coalition formation, ubiquitous nature of politics in organizations; positive and negative aspects of political behaviour on the organization  | Students will be able to* Contrast leadership and power.
* Clarify what creates dependency in power relationships.
* List nine influence tactics and their contingencies.
* Explain how sexual harassment is about the abuse of power.
* List the individual and organizational factors that stimulate political behavior.
* Explain how defensive behaviors can protect an individual’s self-interest.
* Identify seven techniques for managing the impression one makes on others.

List the three questions that can help determine if a political action is ethical | Case Incident studyLectureGroup Discussion.ActivitiesSelf- assessmentDocumentaryInteractive Discussion. | Chapter 13 |
|  8.  | **Mid Term Examination** |  **Review + Exam Session** |  | Chapters 1, 5, 8, 10 & 13. |
|   9. | Leadership | Students will be able to * Define leader and leadership.
* Compare and contrast early theories of leadership.
* Describe the three major contingency theories of leadership.
* Develop your skill at choosing an effective leadership style.
* Describe contemporary views of leadership.
* Discuss how to prepare for an effective transition to a leadership position.
* Discuss ethics and trust in leadership.
* Discuss the role of mentoring
 | Lecture and Interactive Discussion. Video clips. Assessment activities.  | Chapter 12 |
| 10. |  | Leadership chapter continued |  |  |
| 11. | Conflict and Negotiation | Students will be able to* Define conflict.
* Differentiate between the traditional, human relations, and interactionist views of conflict.
* Contrast task, relationship, and process conflict.
* Outline the conflict process.
* Describe the five conflict-handling intentions.
* Contrast distributive and integrative bargaining.
* Identify the five steps in the negotiation process.
* Describe cultural differences in negotiations.
 | Case studyLectureGroup Discussion.Role playReal life scenariosActivities in pairs | Chapter 14 |
|  12 |  | Chapter 14 continuedStudents will be able to * Identify different ways and sources of getting information for researching a topic.
* Discuss OB topics of research
* Read and discuss a list of OB topics for final group presentations
 | Quiz 4 |  |
| 13 | **Organizational Culture**: Multi-cultural/multi-national influences on organizational behavior and learn how to adaptbehavior to other cultures.Critical factors which influence organizational change, including organizational culture | Describe institutionalization and its relationship to organizational culture.Define the common characteristics making up organizational culture and what role culture plays in the functioning of an organization.Identify the functional and dysfunctional effects of organizational culture on people and the organization.Explain the factors determining an organization’s culture.List the factors that maintain an organization’s culture.Outline the various socialization alternatives available to management.Clarify how culture is transmitted to employees.Describe a customer-responsive culture.Identify characteristics of a spiritual culture.Identify the elements of diversity within a global organization and environment. | Case studyLectureGroup DiscussionCritical ThinkingQuestions.Case Examples and Real life situationsDocumentary | Chapter 16 |
| 14.15. | Group PresentationsGroup Presentations continued | Students working in groups will present their research projects | Project Presentations will be judged based on the attached assessment form. Q & A  |  |

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| **Primary Text Book (s):** |
| * **Organizational Behavior (15th ed.) by Stephen. P. Robins, Timothy A. Judge & Neharika Vohra. Pearson**

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| **Reference / Supplementary Reading (s):** |
| Additional readings and informative material will be posted on LMS  |
| **Useful Online / Web Resources:** |
| * <https://aom.org/>
* <https://hbr.org/>
* <https://onlinelibrary.wiley.com/journal/10991379>
* Visit your Moodle and also the website for the textbook
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Both BBA and MBA programs cover similar concepts in organizational behavior, the teaching methods in MBA classes are typically more advanced and focused on practical applications, reflecting the higher level of knowledge and experience expected from MBA students.

The teaching methods in MBA classes build upon the foundational knowledge acquired in the BBA program. Case studies are taught in BBA classes but in MBA classes the focus of the case studies shifts toward advanced applications of organizational behavior theories in complex business environments and the complexity of the cases and the depth of analysis are often higher. MBA students are expected to apply advanced theories and frameworks to analyze and propose solutions to intricate organizational behavior problems.