**MGT330/375 Organizational Behavior**

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| Resource Person: | **Dr. Syed Ahmad Ali** |
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| Contact Hours: | 3 pm – 5pm (Tuesday – Thursday) |
| Office Address: | North Block Main Building, 3N8 Hall, Room 10 |
| Programme: | BBA |
| Section: | A |
| Semester: | Spring 2024 |
| Course Pre-requisites: | Principles of Management/ Introduction to Business |
| Credit Hours: | 3 |
| Course Type: | Undergraduate |
| Venue/Day/Time: | Monday, Thursday (11:00am- 2:00pm) 1N-12 |
| Course URL (if any): | <https://lms.umt.edu.pk/course/view.php> |

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| **Course Description:** |
| Organizational behavior is the study of what people do in an organization and how their behavior affects the organization’s performance. Specifically, OB is concerned with employment-related issues such as jobs, absenteeism, employment turnover, productivity, and employee performance. This course helps you understand how these issues can effectively be addressed by studying the impact that individuals, groups, and organization structure and culture have on behavior within organizations, for the purpose of applying such knowledge toward improving an organization’s effectiveness and creating a sustainable organization. Moreover, this course also aims at highlighting key challenges that organizations are facing due to globalization by suggesting appropriate strategies to deal with such challenges effectively. Similarly, understanding of various cultures, traditions, and ethnic backgrounds and how they bring changes in the work environment is also a penultimate objective of this course. Lastly, it links social and environmental factors with a balance of power and politics by establishing legitimate authority to control various behaviors for an effective organizational structure. |

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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 |

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| **Programme Educational Objectives (POs):** | |
| PO1: | To develop effective Teamwork and Leadership Skills |
| PO2: | To inculcate Critical Thinking and effective Decision-Making skills |
| PO3: | To develop Effective Communication Skills |
| PO4: | To polish Core Business Knowledge and Competence |
| PO5: | To expose and inculcate Ethical Behavior and Social Responsibility |
| PO6: | To provide real life work experiences |
| PO7: | To provide global perspectives |

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| **Programme Learning Outcomes (PLOs):**  **After completing this degree programme, students shall be able to:** | | |
|  | | **Mapping the PLOs with POs** |
| PLO1 | Work effectively in teams and understand group processes, leadership, conflict, power and culture in organization. | PO1, PO5, PO6 |
| PLO2 | Use analytical and reflective thinking techniques. | PO2, PO4, PO6 |
| PLO3 | Apply appropriate quantitative and qualitative techniques in solving business problems. | PO2, PO3, PO4, PO5, PO6 |
| PLO4 | Draft effective business documents and prepare and deliver effective oral business presentations using the variety of appropriate technologies. | PO1, PO3, PO6 |
| PLO5 | Demonstrate competency in the underlying concepts, theory and tools taught in the core undergraduate curriculum. | PO4, PO5, PO6, PO7 |
| PLO6 | Identify and analyze ethical conflicts and social responsibility issues involving different stakeholders. | PO5, PO6 |
| PLO7 | Understand the dynamics of industry and understand business as an integrated system and apply strategic planning tools. | PO2, PO3, PO6 |
| PLO8 | Identify and analyze relevant global factors that influence decision making in an international business setting. | PO6, PO7 |

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| **Course Objectives (COs)** | |
| CO-1 | To create a basic understanding of both theory and practice of organizational behaviors and its core concepts. |
| CO-2 | To develop students’ understanding of behaviors at the individual, group, domestic, and multinational organization levels. |
| 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 | Creating an understanding of ethical professional behaviors to address organizational level issues. |

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| **Course Learning Outcomes (CLOs):**  **After completing this course, students shall be able to:** | | |
|  | | **Mapping the CLOs with PLOs** |
| CLO-1 | Identify the challenges and opportunities managers have in applying OB concepts. Compare and contrast the major job attitudes. Demonstrate whether emotions are rational and what functions they serve in decision making. | PLO1, PLO-2, PLO5, PLO 6 |
| CLO-2 | Understand values, demonstrate the importance of values, and contrast terminal and instrumental values. Identify the shortcuts individuals use in making judgments about others. Apply the key tenets of different motivational concepts to motivate employees and improve their presentability to positively influence the workplace. | PLO2, PLO-3, PLO4, PLO6 |
| CLO-3 | To apply the knowledge and concepts learned in the class to showcase how organizations can create team players by effective negotiating skills and managing conflicts within the workplace. | PLO3, PLO-5, PLO7, PLO8 |
| CLO-4 | To learn how managers can be motivated to become leaders. Distinguish between legitimate and illegitimate political behavior and demonstrate competence in establishing healthy relationships within and outside the organization. | PLO-4, PLO5, PLO6, PLO8 |
| CLO-5 | Reflect upon various cultures and learn from people with various ethnic backgrounds and traditions to create novelty and positive organizational change. | PLO-3, PLO4, PLO7, PLO8 |

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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/CLO** |
| Case Studies/Scenarios | Affects the Understanding of the course material along with the application of the concepts  PLO/CLO – 1-8/1-5 |
| Active Projects | Allows students to get a comprehensive exposure of the overall business environment  PLO/CLO – 1-8/3-5 |
| Presentations | Polishes the Presentation Skills of students and their communication skills  PLO/CLO – 1-8/1-3 |
| Class Activities | Quick assessments are provided to students which allows them in improving their learning skills and application skills  PLO/CLO – 3-8/3-5 |

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| **Assessment Structure and Grading Policy\*:** | | |
| **Assessment Item** | **Weight (%)** | **Execution Plan** |
| Quizzes + Assignments | 10 | Weekly |
| Scenarios/Case Studies | 10 | Weekly |
| Mid-term exam | 25 | One-time assessment |
| Activities in Class/Class participation | 10 | Weekly |
| End Term Project | 15 | In the last two weeks of the semester |
| Final exam | 30 | One-time assessment |
| **Total** | **100** |  |
| **Notes – Norms and Important Class Policies:**  *(such as submission guidelines, academic honesty, make-up policy, code of conduct)*   * 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 email 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 a visa during the semester should not use any days off except for visa trips. 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 problems using Moodle, visit <http://oit.umt.edu.pk/moodle>. For further queries send your queries to [moodle@umt.edu.pk](mailto:moodle@umt.edu.pk)   * Harassment Policy   Sexual or any other harassment is prohibited and is constituted as a punishable offense. 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, the internet, emails, etc.   * Use of Unfair Means/Honesty Policy   Any participant found using unfair means or assisting another participant during a class test/quiz, assignment 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 a 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.*

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| **Week** | **Topics** | **Important Contents** | **Activity** | **Application/Objectives**  **PLO / CLO** |
| 1 | * Introduction to Organizational Behavior * Diversity in Organizations | * Introduction and Ice-breaking * What is Organizational Behavior? * Defining Key Terms in Organizational Behavior * Why Diversity is Imporatnt in Organizations?   Video/URL:  <https://youtu.be/PWyi_gnB30g> | * Introduction * Ice-breaking * Discussions | PLO1, CLO1  **After reading this chapter, you should be able to:**  Demonstrate the importance of interpersonal skills in the workplace. Describe the manager’s functions, roles, and skills. Define organizational behavior (OB). Show the value to OB of systematic study. Identify the major behavioral science disciplines that contribute to OB. Demonstrate why there are few absolutes in OB. Identify the challenges and opportunities managers have in applying OB concepts. Compare the three levels of analysis in this book’s OB model. |
| 2 | * Attitudes and Job Satisfaction | * Attitude and its Components * How Attitude is Different than Behavior? * Several Important Job Attitudes in Organizations * Satisfaction at Work and Its Importance for Organization   Video/URL:  <https://www.youtube.com/watch?v=ysa5OBhXz-Q> | * Lecture * Activities   Discussions  *OB CLASS ACTIVITY*  Video Title: How Wolves Change Rivers | **After reading this chapter, you should be able to:**   * Contrast the three components of an attitude. Summarize the relationship between attitudes and behavior. Compare and contrast the major job attitudes. Define job satisfaction and show how it can be measured. Summarize the main causes of job satisfaction. Identify four employee responses to dissatisfaction.   PLO 1,2, CLO - 1-2 |
| 3 | * Emotions and Moods | * Affect, Emotions & Moods * Emotional Labor * Emotional Intelligence * Emotional Regulation * Basic Types of Emotions and Moods * Understanding Your Own Moods and Emotions   Video/URL:  <https://youtu.be/XUd00n_9fVU> | Discussions  Case Study/ Scenarios  CASE Assignment 1: “Era of the Disposable Worker?”  Reading: 50 Activities for  Developing  Emotional  Intelligence | **After reading this chapter, you should be able to:**  Differentiate emotions from moods and list the basic emotions and moods. Discuss whether emotions are rational and what functions they serve. Identify the sources of emotions and moods. Show the impact emotional labor has on employees. Describe affective events theory and identify its applications. Contrast the evidence for and against the existence of emotional intelligence. Be able to identify strategies for emotion  PLO- 2-4, CLO 1-3 |
| 4 | * Personality and Values | * Difference b/w Personality and Heredity * Myers-Briggs Type Personality Indicators * Big Five Personality Model/ OCEAN Model * How Values are Formed? * Linking Personality and Values   Video/URL:  <https://www.youtube.com/watch?v=5MC2X-LRbkE>  <https://www.youtube.com/watch?v=Q8w6SPNrwqk> | Quiz -1  What’s My MBTI Personality Type?   * Discussions   *OB CLASS ACTIVITY*  Simon Sinek on Millennials in the Workplace | **After reading this chapter, you should be able to:**  Define *personality*, describe how it is measured, and explain the factors that determine an individual’s personality. Describe the Myers-Briggs Type Indicator personality framework and assess its strengths and weaknesses. Identify the key traits in the Big Five personality model. Demonstrate how the Big Five traits predict behavior at work. Identify other personality traits relevant to OB. Define *values*, demonstrate the importance of values, and contrast terminal and instrumental values.  PLO 1-8, CLO 3-5 |
| 5 | * Perceptions and Individual Decision Making | * How Perceptions are Formed? * Factors Influencing Perception * Attribution Theory * Perception vs. Social Conformity vs. Obedience * Invisible Influence * Criteria for Individual Decision Making   Video/URL:  <https://www.youtube.com/watch?v=dDAbdMv14Is>  <https://www.youtube.com/watch?v=XxfcaY86jpw> | * Discussions * Class Activity   Reading: The Most Powerful Motivator  How fear is etched into our brains.  <https://www.psychologytoday.com/us/blog/the-main-ingredient/200909/the-most-powerful-motivator> | **After reading this chapter, you should be able to:**  Define *perception* and explain the factors that influence it. Explain attribution theory and list the three determinants of attribution. Identify the shortcuts individuals use in making judgments about others. Explain the link between perception and decision-making  PLO 4-7, CLO 1-5 |
| 6 | * Employee Motivation and Underlying Applications | * Motivation and Its Types * Maslow’s Needs Hierarchy Theory * McGregors Theory X and Y * Self-Determination Theory * Mcclelland's Theory of Needs * Expectancy Theory * Path-Goal Theory * Organizational Justice and Its Types   Video/URL:  <https://www.youtube.com/watch?v=TNRNPTsBFfg> | * Discussions   CASE Assignment 2:  It’s Not Fair!  Learning Exercises  Video: GETTING SUCCESSFUL IS NOT EASY - Barack Obama Motivational Speech  HBR Article: How Company Culture Shapes Employee Motivation  by Lindsay McGregor and Neel Doshi | **After reading this chapter, you should be able to:**  Describe the three key elements of motivation. Identify early theories of motivation and evaluate their applicability today. Apply the predictions of self-determination theory to intrinsic and extrinsic rewards. Understand the implications of employee engagement for management. Compare and contrast goal setting theory and management by objectives. Contrast reinforcement theory and goal-setting theory. Demonstrate how organizational justice is a refinement of equity theory. Apply the key tenets of expectancy theory to motivating employees. Compare contemporary theories of motivation.  PLO 1-6, CLO 1-4 |
| 7 | * Foundation of Group Behavior * Understanding Work Teams | * Differentating Group from Team * Types of Formal and Informal Groups at Work * Types of Teams in an Organization * Working with International /Global Teams or Groups * Stages of Group Development   Video/URL:  <https://youtu.be/TmLNTiogQ-0>  <https://www.youtube.com/watch?v=r3E15mLO0i0> | Quiz 2: (chap 4,5,6)  Currency Notes Activity  Video: How diversity makes teams more innovative | Rocío Lorenzo | TED  Forbes Article: Building A Diverse Company Culture Means Empowering Employees | **After studying this chapter, you should be able to:**  Analyze the growing popularity of teams in organizations. Contrast groups and teams. Compare and contrast four types of teams. Identify the characteristics of effective teams.  Show how organizations can create team players. Decide when to use individuals instead of teams. Show how our understanding of teams differs in a global context.  PLO 1-7, CLO 1-5 |
| 8 | **MIDTERM** |  |  |  |
| 9 | * Leadership and Communication | * Differentiating Leader with a Manager * Types of Leadership * Dark Side of Leadership * Communication and Its Ancient Forms * Modern Forms of Communication * Types of Communication   Video/URL;  <https://youtu.be/miAIl726lPM> | Scenario Evaluation  *OB CLASS ACTIVITY*  How great leaders inspire action | Simon Sinek  **Announcing FINAL PROJECT** | **After studying this chapter, you should be able to:**  Show how framing influences leadership effectiveness. Define charismatic leadership and show how it influences followers. Contrast transformational with transactional leadership and discuss how transformational leadership works. Define authentic leadership and show why ethics and trust are vital to effective leadership. Identify the three types of trust. Demonstrate the importance of mentoring, self-leadership, and virtual leadership to our understanding of leadership. Identify when leadership may not be necessary. Explain how to find and create effective leaders. Assess whether charismatic and transformational leadership generalizes across cultures.  PLO- 3-8, CLO 3-5 |
| 10 | * Power and Politics | * Why, What and How of Power * Fundamentals of Power in and Organization * Legitimate and Illegitimate Political Behavior * Impression Management and Its Techniques * Ethical Dilemma of Power and Politics * Abusive Supervision   Video/URL:  <https://www.youtube.com/watch?v=iheJu8e1evU> | CASE assignment 3: Delegate Power, or Keep It Close? | **After studying this chapter, you should be able to:**  Define power, and contrast leadership and power. Contrast the five bases of power. Identify nine power or influence tactics and their contingencies. Show the connection between sexual harassment and the abuse of power. Distinguish between legitimate and illegitimate political behavior. Identify the causes and consequences of political behavior. Apply impression management techniques. Determine whether a political action is ethical. Show the influence of culture on the uses and perceptions of politics.  PLO- 1-7, CLO 1–5 |
| 11 | * Conflict and Negotiation | * Defining Conflict and Negotiation * Why Conflicsts Arise at Workplace? * Negotiating Terms: Distributive and Integrative Bargaining * Cultural Barriers in Negotiation * Steps Involved in Negotiating Process   Video/URL: <https://www.youtube.com/watch?v=iheJu8e1evU> | Discussion and Class Activity  HBR Article: Harnessing the Science  of Persuasion  by Robert B. Cialdini | **After studying this chapter you should be able to:**  Define conflict. Differentiate between the traditional, human relations, and interactionist views of conflict. Outline the conflict process. Define negotiation.  Contrast distributive and integrative bargaining. Apply the five steps in the negotiation process. Show how individual differences influence negotiations. Assess the roles and functions of third-party negotiations. Describe cultural differences in negotiations.  PLO 2-8, CLO 1–5 |
| 12 | * Foundations of Organization Structure | * Organizational Bureaucracy and Its Characteristics * Recent Concept of Knowledge Nomads * Today’s Organization is Different Than From What we had a Decade Ago * Virtual Organizations * Red Tapism and Official Formalities * Mechanistic vs. Organic Organizational Structure | Discussion and Activities  Quiz 3 (chap 9,10,11) | **After studying this chapter, you should be able to:**  Identify the six elements of an organization’s structure. Identify the characteristics of a bureaucracy. Describe a matrix organization. Identify the characteristics of a virtual organization. Show why managers want to create boundaryless organizations.  Demonstrate how organizational structures differ and contrast mechanistic and organic structural models. Analyze the behavioral implications of different organizational designs  PLO 2– 5, CLO 3– 5 |
| 13 | * Organizational Culture | * How Organizational Culture is Formed? * Functional Aspects of Organizational Culture * Dysfunctional Aspects of Organizational Culture * Positive Organizational Culture * Organizatioal Reputation and Workplace Meaningfulness | Activities  Discussion  *(Comparison of International Cultures)* | **After studying this chapter, you should be able to:**  Relate institutionalization to organizational culture. Define organizational culture and describe its common characteristics. Compare the functional and dysfunctional effects of organizational culture on people and the organization. Explain the factors that create and sustain an organization’s culture. Show how culture is transmitted to employees. Demonstrate how an ethical culture can be created. Describe a positive organizational culture. Identify characteristics of spiritual culture. Show how national culture may affect the way organizational culture is transported to a different country.  PLO 1-5, CLO 1– 3 |
| 14 | Presentations |  | Presentation | PLO 1-8, CLO 1–5 |
| 15 | Presentations |  | Presentation | PLO 1-8, CLO 1–5 |
| 16 | Final Term Examination |  | Exam |  |

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| **Primary Text Book (s):** |
| * **Organizational Behavior (18th ed.) by Stephen. P. Robins, Timothy A. Judge & Neharika Vohra. Pearson**   <file:///C:/Users/22028/Downloads/organizational-behavior-15e-stephen-p-robbins-timothy-a-judge-pdf-qwerty.pdf> |

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| **Reference / Supplementary Reading (s):** |
| * Organizational Behavior and Management by Robert Konopaske, ‎Michael T Matteson, ‎John M   Ivancevich   * Organizational Behavior- An Evidence-Based Approach by Fred Luthans * Organizational Behavior by Afsaneh Nahavandi, ‎Robert B. Denhardt, ‎Janet V. Denhardt * A Primer on Organizational Behavior by James L. Bowditch, ‎Anthony F. Buono, ‎Marcus M. Stewart |
| **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 |