…

**BA in Management Program Class A  
 Fall 2020**

**ORG302- Organizational Behaviour**

**Instructor:** Jane Maley

**Office:** FMAN

**E-mail:** jane.maley@sabanciuniv.edu

**Web:** SuCourse

**Office Hours:** WhatsApp meetings by appointment

|  |  |  |  |
| --- | --- | --- | --- |
| **Type** | **Time** | **Days** | **Where** |
| On line class case study analysis | 12.40 | Tuesday | Zoom  <https://zoom.us/j/4310635153> |
| Project tutorial | 14.40- | Wednesday | Group work |

**Course Objective:**

Organisational behaviour (OB) is a multi‐disciplinary field that uses insights from psychology, anthropology, philosophy and sociology to study human behaviour in organisational settings. In this unit, students critically examine insights into human behaviour to better manage and improve organisational performance and capability, with an emphasis on ethical management and a global mindset.

**Learning Outcomes:**

1. Critically assess the similarities and differences between traditional and contemporary theories of OB. Topics covered include personality, motivation, learning, culture, and teamwork.
2. Understand the relevance of OB theories and concepts for modern organisations. Topics covered include ethics, rationalization, power and politics.
3. Apply a critical perspective to all aspects of OB.
4. Examine the behavior of individuals and groups in organisations through the study of; individual behaviour, personality, values and perception, group dynamics and group decision-making processes.

**By the end of the unit the students will be able to:**

1. Understand contemporary OB theory and practice by analysing the behaviour of individuals and groups in organisations through the study of; individual behaviour, personality, values and perception, group dynamics and group decision-making processes.
2. Understand the relevance of contemporary OB theory and practice to contemporary organizational development and effectiveness, through the study of: power and influence, conflict and negotiation, leadership, as well as culture and change in organizations.
3. Apply OB theory and practice to contemporary organisations through the analysis of case studies and a reflective essay.
4. Analyse the development needs for an organization.
5. Develop the ability to enhance human capital through effective and sustainable OB practices.
6. Appreciate key learning and cognition theories and how they link and inform effective human resources development practices.

**Course Material:**

There is no prescribed textbook required for this course. There will be notes and weekly readings on SuCourse.

**List of cases studies in class:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Class** | **Case** | **Where to find** | **Type** | **Team**  **work** |
| **3** | Ethics-re-examining a proposal | Sucourse, Resources, tool kit week 3 | Paper | Yes |
| **4** | Motivation- working hard at being fair | SuCourse -Resources- toolkit- week 4 | Paper |  |
| **5** | Learning- at google | Sucourse, Resources, tool kit week 5 link  <https://www.youtube.com/watch?v=TSVI3Hs9Gfk> | Video |  |
| **6** | Performance management at a NFO | Sucourse, Resources, tool kit week 6 | Paper | Yes |
| **7** | Teams- virtual | Sucourse, Resources, tool kit week 7 | Paper | Yes |
| **8** | Culture-a challenging workplace culture | Sucourse, Resources, tool kit week 8 | Paper | Yes |
| **9** | Power & Politics Machiavelli | Sucourse, Resources, tool kit week 9  Link  <https://youtu.be/6DYFg4mnBjo> | Video | Yes |
| **10** | Leadership- am I really a leader? | Sucourse, Resources, tool kit week 10 | Paper | Yes |
| **11** | Conflict Gordon Ramsey Style | Sucourse, Resources, tool kit week 11  <https://www.youtube.com/watch?v=vBqrK9tyvzU> | Video | Yes |
| **12** | Mental health- Alex’s story | Sucourse, Resources, tool kit week 12 | Paper | Yes |

**List of case studies as part of assignments:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assignment** | **Theme** | **Subject** | **Type** | **Team**  **work** |
| Midterm case study | The new workplace | Focuses old and young employees different work styles | Paper | No |
| Media project | Analysis of OB articles in top global media outlets | Examines many aspects of OB & incorporates OB theories | Media outlets | Yes |
| Final exam | Case study | Examines followership, ethics, & destructive leadership | Video | No |

**Course Web:**

This is an online course.

**Instructional Design**:

Lecture slides, assignments and readings will be available weekly. All of your subject materials are available on under the topics link in SuCourse, Resources, the left hand side menu, Sessions 1-12. Session 13 is a revision and exam preparation session.

I have created a weekly tool kit in a separate file and within that file is your tool kit for the week. This typically consists of a recording of the lecture that you are expected to attend for that class. Additional the tool kit may contain reading material, pertinent case studies. Items vary from session to session. You will also find the topic for our weekly discussion board within your weekly tool-kit.

I suggest that for each topic you read the class notes, text carefully. Once you have got a feel for what the topic is about, read the journal article that session. Reading the relevant article each week is not always easy; sometimes there is a large amount of complex material to absorb.

**How you are expected to engage with the subject**

Each week you should spend around eight hours studying this subject. Obviously some weeks may require more time than other depending on how your workload and how you work. We are all very different and the great thing about on-line study is that you can set your own pace and work within your own work schedule and family life. I am always available for one-to-one tutorial for students who need extra help. Please contact me on WhatsApp to make an appointment if you require additional help.

**Grading:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Assignment** | **Type** | **Weight** | **Length** | **Due Date** |
|  | Participation |  | 10% | N/A | All term |
|  | Midterm | Case Study  Individual-2 sides of the new workplace | 20% | 500 words  Excluding references | Nov 1 @ 5pm |
|  | Term Project | Media Analysis  group | 30% | 2,000 words excluding references | Dec 1 @ 5pm |
|  | Final Exam | Take home exam | 40% | 1,000 words | Opens Jan 1 @ 9am until Jan -8 5pm |

**Course Assessments Requirements:**

**Assignment 1**

**Class participation-individual**

Participation is highly encouraged and I will call on class members in the online class. These points are purely discretionary. As you will be a professional, you must contribute in your meetings and sessions. Attendance *per se* is not graded, but class participation and engagement with the course work will be monitored very regularly. Grading goes beyond airtime, *i.e.* the quality of one’s participation was also important. Low participation throughout the term and a flurry of activity and questions in the last weeks will not be graded favourably.

**Assignment 2**

**Midterm -individual**

The midterm consists of a short case study: Two sides the workplace. Case is available on SuCourse, Assignments, Midterm.

**Assignment 3**

**Media research project - group**

For this assignment, you will be placed in a group in week one. The group will analyze specific media information in relation to OB issues that we cover in our lessons. This data will be obtained from a selection of five leading world newspapers (*The Hürriyet-Turkey; Financial Times -London; The Wall St Journal-US; The Australian Financial Review; Handelsblatt- Germany*).

The team will need to scan the newspapers very frequently for suitable OB material from these outlets. The group is required to select three articles from 2020 editions of the newspapers and present with the articles relevance to OB theory and practice. Use a report format (extended dot points and tables are entirely acceptable), but also provide academic support from your class lectures, case studies and textbook chapter references to support your case. The objective of this assignment is for your team to become aware of the OB issues and how they relate to our learning activities in this subject.

In the tutorial session, I will meet with individual groups and cover further details on researching tactics and strategies that will enable you to tackle this assignment with confidence. The idea is to tie the material we cover in class to everyday world issues relating to OB. Three articles should be thoroughly analyzed and linked with the relevant OB theory. Your articles should be taken from three different newspapers listed above.

**Peer Evaluation in Teamwork**

This group assignment will be graded to safeguard procedural fairness. Students will be asked to provide an evaluation of the members of their team. Each student will divide 100 points between the members of her team, including her/himself. This division should reflect that person’s judgment of the contribution of the members of her team. The scores should not be merely functions of time spent by each member, but they should be measures of the "contribution;" their relative contribution to the idea generation, research, analysis, writing, oral presentation, report writing, etc. If the team was highly functional, and each member did what they committed themselves to, then the student can assign the same mark to each member of the team. If, on the other hand, some members of the team did not fulfil their commitments and did not contribute as much as the others, then points can be distributed unevenly.

The points submitted by all members of the team will be aggregated by the instructor. Every student will be given his/her aggregate peer evaluation, without disclosing the individual peer evaluations to the students. In case there is no consensus among the team, for example, if three students divide the marks evenly and the fourth one divides them unevenly, then the instructor will use his/her judgment to assign peer evaluation marks--possibly after meeting with the members of the team.

In cases where there are conflicting marks, it is most likely that the instructor will meet with the team members and provide a mark based on an interview. For example, in a group of four, if Students A and B believe they did most of the work, and Students C and D believe otherwise, the team may be called in for an interview in order to be fair to everyone.

Past experience indicates that in most groups points will be distributed evenly. There will be a few groups where peer evaluations will play a role in the marks. The primary goal of this exercise is to avoid giving undeserved credit to individuals who did not help their teams. However, it is possible to have upwards adjustments of marks in case of students who have done more than what the group expected of them.

The peer evaluation will have a direct impact on your Midterm 2 assignment. To give a simple example, if the group mark is 25 out of 30, and if your peer evaluation indicates that your contribution was less than what was expected, then your Midterm 2 mark will be less than 25 out of 30. There are no simple rules for adjustment.

**Final exam**:

This individual take home exam-video case study. It will cover the entire course work. The case will be released January 5 at 9 am and is due back January 8at 5pm.

**Plagiarism:**

All assignments will be checked by Turnitin. This software is the worldwide standard in plagiarism prevention. It allows instructors to compare student papers against a database composed of millions of articles. Every paper you submit will be scanned by Turnitin, and results will be reflected in your grades

**Late assignment**

All late assignments will incur a 20 percent penalty per 24 hours late. Assignments five or more days late attract a zero score. If you are ill, I must be notified by email on or before the date the assignment is due, and a Drs certificate will need to be produced within five working days. Please email to me.

**Online Classroom policies and conduct**

Sabancı BA in Management Program values participatory learning. Establishing the necessary social order for a participatory learning environment requires that we all:

* Listen to the person who has the microphone
* Come to online class on time
* Do not leave the online class before it ends
* Turn on your camera (essential)- no camera no participation mark
* Turn off your microphone unless speaking
* Participate!

**Course Schedule:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topic** | **Requirement case study** | **Tool Kit Requirements /Activities** |
| Week 1 | Introduction | No case this week- introduction & orientation | Research OB in the news  Read Class notes |
| Week 2 | Knowledge management | Introduction to case study learning | Class Notes  Osterloh,. (2000). Motivation, knowledge transfer |
| Week 3 | Ethics | Case-Ethics-re-examining a proposal | Class Notes  Solomon, (2004). Aristotle, ethics and business  Video :Ethics in artificial intelligence at Google |
| Week 4 | Motivation | Case-Motivation- being fair | Class Notes  Maslow, (1981). Motivation and personality. |
| Week 5 | Learning | Case -learning at Google | Class Notes  Maley,. (2019). Employee capabilities |
| Week 6 | Goal setting and managing performance | Case - performance management at a NFO organization | Class Notes  Neher, (2019). Improving performance management. |
| Week 7 | Team work | Case - teams- virtual teams | Class Notes  Aritzeta, (2007) ‘Belbin’s -team building’,  Video: communicate across cultures. |
| Week 8 | Organisational culture | Case - culture-a challenging workplace culture | Class Notes  Earley,. (2004). Culture intelligence  Hofstede, (1993). Cultural constraints  Videos: Hofstede programming the mind; Trompenaars on culture |
| Week 9 | Power and politics | Case- power & politics-Machiavelli | Class Notes  Liu,. (2018). Abusive supervision |
| Week 10 | Leadership | Case- leadership- am I really a leader? | Class Notes  Banks, (2016). Transformational leadership |
| Week 11 | Conflicts and negotiation | Case-conflict Gordon Ramsey Style | Class Notes  Caputo (2019). Ten years of conflict management.  Videos: Avoiding intercultural conflicts  CEO Chris Foss discusses negotiating globally |
| Week 12 | Organizational changes, mental health and resilience | Case-mental health- Alex’s story | Class Notes  Grant,. (2009). Resilience and workplace well-being |
| Week 13 | Course summary & Conclusion | Round up and summary of all cases | Revision- exam preparation |

**About your Professor**

****I am currently Professor at Sanbanci University and Associate Editor for the Journal of Business Research. Prior to becoming an academic, I held Managing Director roles for UK, US and Japanese biotech multinational corporations. I received my Doctorate from Macquarie Graduate School of Management, Macquarie University, Sydney in 2006.

I have taught a range of management subjects at undergraduate and postgraduate level in Australia, England, Spain and many countries in Asia. I present regularly at international management conference and have

mobility and cross cultural management, and international performance management practices. I currently collaborate with researchers from all parts of the globe. Look forward to seeing you in class!!