**Sabancı MBA Program
Fall 2021**

**ORG 501 – Organizational Behavior and Leadership**

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**Office Hours:**  by appointment or Thursday 16:30-17:00

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| --- | --- | --- | --- |
| **Type** | **Time** | **Days** | **Where** |
| Class | 13:40 – 16:30 | TH | SBS G013-014or online @ <https://sabanciuniv.zoom.us/j/7772026805> |

**Course Objective:**

The field of Organizational Behavior (OB) deals with both behaviors of people in organizations and behaviors of groups and organizations. Managing what people do in any organization is a challenging task and is very important for organizational performance and effectiveness. The challenge stems from the fact that human problems are numerous, difficult to tackle, and complex in nature and the fact that organizations come in a variety shapes and forms and they are changing continuously. OB is a field of systematic study that focuses on improving performance of individuals and groups, and assisting practitioners to develop methods to empower people as well as to design and implement change programs.

We will approach this course using an evidence-based management approach. This means finding the best evidence that we can, facing those facts, and acting on those facts – rather than doing what everyone else does, what we have always done, or what we thought was true. At the same time, this course is designed to facilitate your development as a leader. Since leadership development is a personal endeavor, you will be take part in a number of exercises to increase your self-awareness as a leader and to help you plan your development.

**Learning Outcomes:**Upon successful completion of the course, the student should be able to:

1. Describe how individual differences in attitudes, perception, values and abilities influence human behavior in organizational settings.
2. Assess organizational problems using OB theories and concepts.
3. Use motivation principles to enhance personal and other people’s performance.
4. Apply your knowledge about individual and organizational decision-making to improve the quality of your decisions.
5. Develop strategies for effective teamwork.
6. Distinguish between evidence-based vs. superficial management of organizational behavior.
7. Improve your critical thinking skills and become a critical reader of the academic and business press.
8. Improve your writing, interviewing, presentation and time-management skills through various assignments and experiential exercises.

Learning is the responsibility of both the instructor and the students.

*Note: Program learning outcomes can be reached via* <https://sbs.sabanciuniv.edu/en/mba-curriculum>

**Course Material:**

1. Locke E. (2009). Handbook of Principles if Organizational Behavior (2nd edition). Wiley. <https://nibmehub.com/opac-service/pdf/read/Handbook%20of%20Principles%20of%20Organizational%20Behavior.pdf#page=193>
2. In addition to a chapter or two from the Handbook above I will assign a relevant article and/or a case each week that we can discuss in class. These cases and articles are listed below in the case schedule.

**List of Cases**

|  |  |  |
| --- | --- | --- |
| **Case 1** | **Date:** | **October 14** |
| Case:Type:Subject:Teamwork?: Grading: | GBS India: Should Remote Working Continue after the Lockdown? W21244-PDF-ENGPaperWork from home and employee attitudes and behaviorsNoClass participation |
| **Case 2** | **Date:** | **December 9** |
| Case:Type: Subject:Teamwork?:Grading: | Thomas Green: Power, Office Politics and a Career in Crisis 2095-PDF-ENGPaperInfluence, Power and Politics in OrganizationsYesClass participation |

**http://info.marshall.usc.edu/faculty/critthink/Pages/Tackling-Case-Analysis.aspx**

**Course Web:**

Lecture notes, electronic copies of certain readings, podcasts, videos, case questions etc. will be available in SUCourse+.

We will also use a number of cases and online simulations from Harvard Business School Publishing. Please use the following website to register and access to these materials as soon as possible. If you already have a username and password from a previous course you can use those too. Access to the materials are only possible from the link below:

* Students should check SUCourse+ frequently (at least once a week).
* You will submit all assignments from SUCourse+. Sabanci University uses a very powerful web-based tool called Turnitin. Turnitin is the worldwide standard in online 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.

**Instructional Design:**

As an instructor, I understand that MBA students differ in how they approach learning. Therefore, I try to get them involved in the learning process and use a variety of instruction strategies and evaluation methods in my courses. In this course in addition to short lectures (especially to introduce each new topic), I will use experiential exercises such as case discussions, role-plays, simulations and small group activities. We will also watch videos of real people in action.

I hope you will have active involvement in your learning experience. I expect that all of you will be ready to participate in the discussion. It is crucial that the reading for each unit be completed before that unit is covered in class. You will be expected to contribute effectively to class discussions based not only on common sense and personal experience but also on the cases and readings. This syllabus is designed to assist you in preparing for class. Changes, if any, to the syllabus and class schedule will be announced in class.

**Grading**:

|  |  |
| --- | --- |
| Participation |  15% |
| Just In Time Response Papers (x3) |  15% |
| Reflection papers (x3) |  20%  |
| Midterm exam (Nov 18) |  20% |
| Team Project Assignment |  30% |

Peer Evaluation in Teamwork

Students will be asked to provide an evaluation of the members of their team in the team project. Each student will divide 100 points between the members of her team, including herself. 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 fulfill 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 team project. 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 team project mark will be less than 25 out of 30. There are no simple rules for adjustment.

**Requirements:**

1. ***Class Preparation & Participation*** concerns attendance, assigned readings, active participation in case discussions and active involvement in in-class exercises. Attendance is mandatory unless you have a valid excuse and present your excuse before class. During the course (6 sessions) missing 2 or more sessions, excused or not, might lead to a very low participation grade (< 10) as well as a low course grade (<B). I will be evaluating your class participation using the following rubric.

|  |  |
| --- | --- |
| 13-15 | Demonstrates consistent attendance (no absence), preparation, and participation in all class activities and discussions; consistently demonstrates insight by asking questions, making high quality comments that add to and facilitate class discussion, builds upon others’ comments. Comments reflect good understanding with and reflection of the readings. |
| 10-12 | Demonstrates consistent attendance (at most 2 excused absences), preparation, and participation in all class activities and discussions; demonstrates insight by asking questions or making statements that add to and facilitate the class discussion. Comments reflect some familiarity of the readings. |
| 5-9 | Demonstrates inconsistent attendance (3-4 absences) and preparation; and occasionally participates in class discussions. |
| 0-4 | Demonstrates consistently poor attendance (five or more absences) and poor preparation; may be disruptive in class (coming in late, texting internet surfing during class, personal conversations with classmates during discussions etc.) and hinder the learning of others; consistently fails to participate in class activities or unproductive comments in class (i.e., comments suggest that you are unfamiliar with the case or are not following the conversation in class and repeat issues we have already discussed.) |

**B.** **Just In Time Response Papers:**

In certain weeks (please see course schedule below) you are responsible from writing a short response assignment that is due 30 minutes before the next class. This assignment asks you to write a paragraph or two that answer specific questions about the topic and readings for the next class. Your responses do not have to be great writing; you are just supposed to get your ideas down. There is no make-up for missed response papers as "just in time" papers (inspired by just-in time movement in lean manufacturing) is a tool to get you ready for class just before class so that your mind is primed for discussion.

**C. Simulations Reflection Papers (x3)**

To aid learning and skill building we will use real-life case studies as well as online simulations. These will be available through the website of Harvard Business School Publishing. You will be provided a special coursepack link that will house all cases and simulations that we will use in this course. You are responsible from preparing for each case discussion and/or completing simulation prior to class.

In addition to preparation and completion of simulations you are asked to write a reflection paper (2 pages maximum) based on the results and learnings following class debriefings from 3 simulations throughout the semester. Reflection requires that you deeply consider what you learned about yourself and your behaviors and skills with respect to the topic/issue that a particular simulation is about. Effective reflections use materials from class discussion and learnings from reading materials.

**D. Midterm**

There will be one in-class midterm on Nov 18 based on all the topics that we will cover until that week. Midterm questions will be case essay type. You will have one hour to answer the questions.

**E. Team Project**

For this assignment, you will form teams of three or four to work on an Organizational Behavior (OB) project and subsequently write a paper and present your work. Once you form your team your first task is to choose one of following two options that your team will pursue for this project.

**Option 1: OB Research Proposal Project**

A first option for your team is to write a research paper which reviews the professional/academic literature, proposes three specific hypotheses derived from the literature review, and designs a research project to test the validity of your hypotheses. The paper must focus on one of the topics covered in the course and your topic must be approved by me before you begin the project. Your team will collectively determine the topic and scope of the paper. This option is for those of you are more interested in becoming researchers. The following describes the steps you will follow.

(1) Preliminary topic research. The team will determine a topic from the course material. You may do a preliminary google search to find potential topic(s) to study. For example, one topic may be “job satisfaction.” Based on this preliminary research, you should be able to pose some specific questions. Secondly, discuss the proposed subject and review the textbook material. What specific questions does the team have about the topic? If you don’t find anything really interesting, just pick another topic and repeat the process. Your preliminary research topic must be turned in no later than March 6 (5 points).

Academic literature review. Begin your literature review using the Information Center journal resources. You should begin with a database search of your topic using ABI/Inform, PsycArticles, or Business Source Premier. You must limit your search to academic, peer-reviewed or refereed journal articles. No business or industry publications meant for the general public may be used. Your literature review must cite at least ten journal articles dated no earlier than 2015 (references to websites are not counted).

(2) Before mid-semester, your team will turn in a two page initial proposal stating the overall topic of the research paper with at least three qualified peer reviewed references (5 points). The proposal will state the general topic of the paper, why you chose the topic, what you hope to learn, and how the team plans to research and test the proposal. Comments will be returned the following class period.

(3) Generate research hypotheses. Based on your literature review, you should have three to four questions that interest you. For example, what is it about certain professions that cause individuals to report higher job satisfaction than others? Is it the nature of the work, working conditions, pay, or something else? One hypothesis may be that “individuals who are paid more than others have higher reported job satisfaction.”

(4) Design a study to test your hypotheses. Follow APA guidelines for the proposal. Your paper must have the following sections: (a) Introduction, ending with your research hypothesis; (2) Methods/Procedure, defining how you will test your hypothesis including operational definitions of terms, description of your subjects/sample, experimental, quasi-experimental, survey design; (3) Results, describing how you will analyze the data; (4) Bibliography. A document describing the format of this paper will be available and reviewed in class.

**Option 2: Act as an OB Consultant to Solve a Managerial Problem**

A second option for your team is to research and analyze a real organization (public, private, or non-profit). Please note that choosing to study a student-run group on campus is not permitted for this project. You may select an organization in which one or more of the team members has worked or been a member. Alternatively you can pick an organization in which you all have a strong personal interest and/or easy access. For example, select an organization in which you might be interested in working after graduation, or an organization that is a very significant player in a sector in which you plan to work (e.g. a regulatory agency or a dominant firm). If you have ambitions to become an entrepreneur, you might want to select a growing entrepreneurial organization. If you choose to analyze a very large organization, pick one department or an office (some sub-unit of the organization) on which to focus your analysis.

The purpose of the project is to give your team an opportunity to apply what has been learned in the course as well as your own independent research, to problems in an organization of your team's choice. Therefore, your team will choose and focus on an issue or a problem that the organization is currently facing and is relevant to the content of this course.

I advise you to be selective in choosing an issue or problem within an organization, as a lack of depth in the issue itself will not be an acceptable excuse for lack of depth in the analysis. It will likely take several conversations with your key contact person at the organization to identify a problem or issue that can be clearly defined, is manageable in scope, and is relevant to the course. You should identify a relatively recent problem to analyze (i.e., this should not be an historical account of a problem and the company's solution).

Your team is to gather information about the specific problem and the organization through interviews (with at least 4 employees) and observations. You may supplement the information from interviews and observations with data from the media, the organization's literature, and other secondary sources (e.g., organization’s website). You should focus your analysis by applying the concepts from the course. While it is acceptable to incorporate several concepts from the course, please aim for depth rather than breadth regarding the use of course concepts.

To meet these broad goals, your team should answer the following questions in the assignments detailed below.

a) What are the OB issues or problems facing the organization?

b) What course theoretical OB concepts can be applied to understand why this problem is occurring?

c) What recommendations can you offer to help improve organizational functioning?

Your team’s choice of organization and contact person details must be turned in no later than November (5 points). On November 21st, your team will turn in a 2-3 page initial report including your problem definition, methods of investigation (e.g., interview questions) as well as three qualified peer reviewed academic OB articles relevant for an understanding and solution to the problem (5 points).

**Academic Honesty:**

Learning is enhanced through cooperation and as such you are encouraged to work in groups, ask for and give help freely in all appropriate settings. At the same time, as a matter of personal integrity, you should only represent your own work as yours. Any work that is submitted to be evaluated in this class should be an original piece of writing, presenting your ideas in your own words. Everything you borrow from books, articles, or web sites (including those in the syllabus) should be properly cited. Although you are encouraged to discuss your ideas with others (including your friends in the class), it is important that you do not share your writing (slides, MS Excel files, reports, etc.) with anyone. Using ideas, text and other intellectual property developed by someone else while claiming it is your original work is *plagiarism*. Copying from others or providing answers or information, written or oral, to others is *cheating*. Unauthorized help from another person or having someone else write one’s paper or assignment is *collusion*. Cheating, plagiarism and collusion are serious offenses that could result in an F grade and disciplinary action. Please pay utmost attention to avoid such accusations.

**Classroom policies and conduct**

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

* Come prepared to make helpful comments and ask questions that facilitate your own understanding and that of your classmates. This requires that you complete the assigned readings for each session before class starts.
* Listen to the person who has the floor.
* Come to class on time.
* DO NOT use laptops, tablets or cell phones in class unless instructed otherwise (e.g., for simulations or exercises).
* If you are following the class from zoom please keep your video open and audio closed.
* If you are following the class from zoom please use the chat function to ask questions and make comments.

Respect for Diversity: We must treat every individual with respect. We are diverse in many ways, and this diversity is fundamental to building and maintaining an equitable and inclusive campus community. Diversity can refer to multiple ways that we identify ourselves, including but not limited to race, color, national origin, language, sex, disability, age, sexual orientation, gender identity, religion, creed, ancestry, or beliefs. Each of these diverse identities, along with many others not mentioned here, shape the perspectives our students, faculty, and staff bring to our campus. We, at Sabancı University, will work to promote diversity, equity and inclusion not only because diversity fuels excellence and innovation, but because we want to pursue justice. We acknowledge our imperfections while we also fully commit to the work, inside and outside of our classrooms, of building and sustaining a campus community that increasingly embraces these core values.

I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. (Again, anonymous feedback is always an option). It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit.

**Course Schedule:**

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| --- | --- | --- |
| **Week 1** | **Date:** | **Sept 30** |
| Topic: | Understanding and Managing Behaviors in Organizations |
| Requirements: | Handbook Ch.7 |
| **Week 2** | **Date:** | **Oct 7** |
| Topic: | Individual Differences and Diversity and Inclusion at Work |
| Requirements: | Handbook Ch.1 and Ch.2Complete simulation before class: Crafting Your Life Simulation (30-45mins) All simulations are in the HBSP Coursepack.Complete the O\*Net Interest Profiler before Discussion meets in Week 2. Access the assessment at [www.onetcenter.org/IP.html?p=2](http://www.onetcenter.org/IP.html?p=2)Complete the Big Five Personality assessment online at <http://www.truity.com/test/big-five-personality-test>The results should be part of your team discussions about team dynamics. It will also be used in future discussions about leadership strengths.Bring a copy of the results to class for Discussion. Watch Video: [Captivate: The Science of Succeeding with People](https://www.youtube.com/watch?v=0MtsXbTJdt8) | Vanessa Van Edwards | Talks at Google  |
| **Week 3** | **Date:** | **Oct 14** |
| Topic: | Attitudes, Emotions and Behaviors at Work |
| Requirements: | Handbook Ch.6 and Ch.8Due 30min before class: Just In Time Response PaperHybrid work or working partly at home and partly at the office seems to be the new norm. A large majority of workers report that they want to keep working at home at least part-time (NYTimes 2020) and many believe remote work is here to stay (I done this blog). But there are reports that suggest remote work has certain important disadvantages (BBC/Worklife; Kessler, 2021). What are some of the potential implications of hybrid work for organizational behavior? Should we be returning to the office once the pandemic is over? NYTimes (August 2020) Out Of Office: A Survey of Our New Work Lives<https://www.nytimes.com/2020/08/20/style/working-from-home.html?action=click&module=RelatedLinks&pgtype=Article>I Done This Blog - Remote Work is Here to Stay<http://blog.idonethis.com/remote-work-is-here-to-stay/>BBC/Worklife <https://www.bbc.com/worklife/article/20210804-hybrid-work-how-proximity-bias-can-lead-to-favouritism>Kessler, Sarah, Dealbook, NYTimes (August 2021)<https://www.nytimes.com/2021/08/05/business/dealbook/remote-work-bias.html>Optional reading: 5 Tips for Managing an Underperformer — Remotely by Liz Kislik (July 22, 2020)<https://hbr.org/2020/07/5-tips-for-managing-an-underperformer-remotely>**Prepare for in-class case discussion:** GBS India: Should Remote Working Continue after the Lockdown? W21244-PDF-ENG All cases are in the HBSP Coursepack. |
| **Week 4** | **Date:** | **Oct 21** |
| Topic: | Motivation at Work |
| Requirements: | Handbook Ch.9 and Ch.11Castilla (2016) Achieving meritocracy in the workplace MIT Sloan Management Review.Reflection Paper #1 due on Crafting Your Life Simulation |
| **Week 5** | **Date:** | **Oct 28**  |
| Topic: | **No class due to Republic Holiday** |
| **Week 6** | **Date:** | **Nov 4** |
| Topic: | Designing a Motivating Work Environment |
| Requirements: | Handbook Ch.5, Ch.12 and Ch.13**In-class case discussion:** Roush Performance: How to Design a Sales Force Compensation Plan |
| **Week 7** | **Date:** | **Nov 11** |
| Topic: | Communication at Work |
| Requirements: | Handbook Ch.14 and Ch.23**In-class simulation:** Global Collaboration Simulation: Tip of the Iceberg (7101-HTM-ENG) |
| **Week 8** | **Date:** | **Nov 18** |
| Topic: | Decision Making in Organizations  |
| Requirements: | Handbook Ch.25Hammond, J.S., Keeney, R.L. & Raiffa, H. (Sept. 1998). The hidden traps in decision making. HBR.Complete simulation (Judgment in Crisis) before class (1 hr)In-class midterm (60 minutes) |
| **Week 9** | **Date:** | **Nov 25** |
| Topic: | Groups and Teams at Work  |
| Requirements: | Handbook Ch.15 and Ch.16Complete simulation before class (Everest Leadership and Team Decision Making) before class (2 hrs)Reflection Paper #2 due on Judgment in Crisis Simulation |
| **Week 10** | **Date:** | **Dec 2** |
| Topic: | Conflict and Negotiation in Organizations |
| Requirements: | Handbook Ch.18 and Ch.28Come prepared to negotiate in a role-play exercise.Reflection Paper #3 due on Everest Simulation |
| **Week 11** | **Date:** | **Dec 9** |
| Topic: | Influence, Power and Politics in Organizations |
| Requirements: | Handbook Ch.19 Due 30min before class: Just In Time Response PaperIs politics a natural part of organizational life or is it something to be avoided? Should we be developing our political skills and worry about building a personal brand to be successful? Spector (2021)<https://paulspector.com/build-your-brand-with-social-media/>Guardian-Worklife (2021) Narcissists climb the ladder quickly <https://www.bbc.com/worklife/article/20210830-how-narcissists-climb-the-career-ladder-quickly>**Prepare for in-class case discussion:** Thomas Green: Power, Office Politics and a Career in Crisis (2095-PDF-ENG) |
| **Week 12** | **Date:** | **Dec 16** |
| Topic: | Leadership at Work |
| Requirements: | Handbook Ch.20 and Ch.21Due 30min before class: Just In Time Response PaperIs Charismatic Leadership Good or Bad? While some scholars argue that we should train managers to become charismatic leaders (Antonakis, 2021) others suggest that charismatic leadership is bad for organizations and the society (Nguyen, 2010). How can we explain the popularity of charismatic leaders? Should organizations select and train managers for charisma? Why or why not? Antonakis 2021:<https://journals.sagepub.com/doi/full/10.1177/1368430220981418><http://www.hec.unil.ch/jantonakis/charisma.htm>Nguyen 2010. <https://workplacepsychology.net/2010/11/26/the-dangers-of-charismatic-leaders/>Further recommended reading:Antonakis et al (2016). [Charisma: An ill-defined and ill-measured gift](https://core.ac.uk/download/pdf/77188192.pdf). AROPOB.Watch Video: [LinkedIn CEO Shares Advice On Leadership, Hiring And Firing](https://www.youtube.com/watch?v=W8RmWPqBiBo)Simulation: Complete Simulation before class - Leadership Simulation: Patient Zero (7215-HTM-ENG) (1hr) |
| **Week 13** | **Date:** | **Dec 23** |
| Topic: | Organizational Culture and Change |
| Requirements: | Handbook Ch.22, Ch.29 and Ch. 33Garvin, Edmondson & Gino (2008). Is yours a learning organization? HBR. March. Kotter, John P. (2007) Leading Change: Why Transformation Efforts Fail. Harvard Business Review. Complete simulation (Change Management Simulation: Power and Influence V3) before class (1 hr) |
| **Week 14** | **Date:** | **Dec 30** |
| Topic: | Team Project Presentations.  |
| Requirements: | Project Report due.  |