**Professionals MBA Program
Fall 2021**

**ORG801 ORGANIZATIONAL BEHAVIOR & LEADERSHIP**

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**Web:** SUCourse+

**Office Hours:** by appointment

|  |  |  |  |
| --- | --- | --- | --- |
| **Type** | **Time** | **Days** | **Where** |
| Class | 19:00-22:00 | Fridays |  |
|  | 09:00-17:00 | Saturdays |  |

[**https://sabanciuniv.zoom.us/j/94577284717**](https://sabanciuniv.zoom.us/j/94577284717)

**Course Objective:**

Organisational Behaviour (OB) and leadership focuses on contemporary workplace issues relating to human behaviour as well as strategic and sustainable business decision making. The issues addressed in this unit draw on perspectives from psychology, anthropology, philosophy and sociology. Students critically examine the dynamics of how and why employees and managers behave the way they do and the subsequent impact on attitudes, behaviours and performance in the workplace. This course is experiential and interactive. Case study examples will be offered and students are encouraged to read the news and stay abreast of the global business environment which directly apply to classroom topics. Classes will include exercises, discussions, review of academic journal articles, presentations and experiential exercises.

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**Learning Outcomes:**

1. Critically assess contemporary theories of motivation and learning.
2. Understand the relevance of OB theories through effective performance management, organizational culture, and teamwork .
3. Apply a critical perspective to all aspects of OB (group project).
4. Explicate the positives and negatives of measuring individual performance
5. Explain the major types of leadership.
6. Understand leadership followership.

By the end of the unit the students will be able to critically reflect on and practically apply:

1. Understand contemporary OB theory and practice by analysing the behaviour of individuals and groups in organizations.
2. Understand the behavior of human capital in contemporary workplace through the study of knowledge management, ethics motivation, learning, performance management, teamwork, and culture.
3. Understand the development of human capital in contemporary organizational development and effectiveness, through the study of knowledge management, learning, performance management, teamwork, and culture.
4. Explain the importance of OB theory in explaining the important aspects of successful leadership, power and politics and stress.
5. Apply OB theory and practice to contemporary organisations through analysis of cases and readings
6. Develop the ability to enhance human capital with particular attention to their wellbeing through effective and sustainable OB practices.
7. Identify effective and dark leadership.

**Course Material:**

The material for this course (i.e., lecture slides, cases and required readings) will provided via SUCourse+ one week ahead of class.

**Course Web**

All course related communication will be conducted through SUCourse+. The lecture slides will be provided and assignments will be announced and graded on SUCourse+. Please check regularly.

**Instructional Design**

The course will be mainly taught via lectures, in-class exercises, presentations, readings and case studies. You will be marked on presentations, case studies, essays and exams.

*Bonus Research Participation Points (5%):*You can receive bonus points for participating in ongoing School of Business research study that may be announced during the semester. This is completely voluntary. Careless participation in the research will result in partial or no credit. If you wish to earn bonus points but not participate in the offered study, you can complete another assignment chosen by me.

*One Minute Memo*: At the end of every class, I will hand in a one-minute memo to complete in class. The one-minute memo establishes a direct line of communication from you to me so that I can assess your grasp of the main point of the day, identify unclear points, and address other concerns. Because of the online format, you may not have had the opportunity to share your perspective in class. The one minute memo also provides you with a chance to share an idea or comment you would have liked to make in class. I want you to feel that you can be open and honest in these memos. As a result, it is not graded. It is purely about a way to communicate.

**Academic Honesty:**

Every paper you submit to me should be an original piece of writing, presenting your ideas in your own words unless otherwise noted. Everything you borrow from books, articles, visual material or web sites (including those in the syllabus) should be properly cited. You are free to use sources outside of the course material as long as you cite them. You are also free (in fact, encouraged) to discuss your papers and research ideas with others (including your friends in the class), but it is important that you do not share your writing with anyone until it has been graded. Sabanci University uses a very powerful web-based tool called Turnitin. Every paper you submit will be scanned by Turnitin, and results will be reflected in your grades. Plagiarism is a very serious misdeed that can result in a reduced grade or an F (for the paper and/or the course). Please pay utmost attention to avoid this accusation.

**Classroom policies and conduct**

Sabancı Professionals 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 and stay for the entire duration of the session. If, for any reason, you need to miss class, please notify me at least 24 hours in advance so I can make arrangements for any in-class exercises.

**Course Schedule:**

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| --- | --- | --- |
| Week 1November 5Block1 | IntroductionEthicsMotivationLearning | 1. Mintzberg, & Laasch, (2020). Irresponsible management
2. Maslow (1981) Motivation and personality
3. Nohria, N., Groysberg, B. & Lee, L-E. (2008). Employee Motivation HBR.
4. Maley, (2019) Preserving capabilities in economic turbulence.
5. Dulebohn & Hock (2017) Virtual teams in organization
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| Week 2November 12Block 2 | PerformanceCultureTeams | 1. Chun & Brocker (2018) People don’t want to be compared. HBR
2. Hofstede (1993) Cultural constraints in mgmt.
3. Managing multicultural teams. HBR.
4. Coutu, D. & Beschloss, M. (2009). Why teams don’t work, HBR.
5. Brett, J., Behfar, K. & Kern, M. (2006). Managing multicultural teams, HBR.
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| Week 3November 19Block 3 | LeadershipConflict Power  | 1. Liu, & Liu, (2018). Politics, abusive supervision:
2. What do leaders really do? HBR.
3. Livingston, J. S. (1988). Pygmalion in management*.*
4. Caputo, et al., (2019) Ten years of conflict management research
5. Kalfa,et al, 2021, Stigmatization of mental health
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| Week 4November 26Block 4 | Team presentations | 30 minutes per team |
| Week 5 | Exam | TBA |

**Instructional Design**:

In addition to face to face activities, all of your subject materials are available each weekend on SuCourse (*Resources-Menu -Sessions Blocks 1-4*). This typically consists of recordings of lecture, reading material, pertinent case studies and short videos.

**Grading**:

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| --- | --- | --- | --- | --- |
|  | **Item** | **Weight** | **Length** | **Due** |
|  | Case Study 1 | 10% | 1,000 | Nov 19 |
|  | Case study 2 | 30% | 2,000 words excluding references | Nov 29  |
|  | Media analysisGroup | 30%  | Presentation1,000 word  | Nov 26 |
|  | Final Exam Individual | 30% | 1,000 words  | Dec 7 |

**Requirements:**

**Assignment 1**

**Case Study -individual**

This assignment consists of an analysis of a small case study on the modern workplace.

**Assignment 2**

**Case Study -individual**

This assignment consists of an analysis of a video on “The Jonestown Massacre.” Questions to this case will be given in week three (Block 2).

**Assignment 3**

**Media research project presentation - group**

For this assignment, you will be placed in a group in week one. The group will analyze specific media information in relation to leadership issues that we cover in our lessons. This data will be obtained from a selection of leading world newspapers and media outlets. (for example, *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 leadership 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 leadership 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 synopsis notes to support your case. The objective of this assignment is for your team to become aware of the leadership issues and how they relate to our learning activities in this subject.

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

Finally when the team has completed their research, they will prepare a 30 minute presentation of their finding to the class week the final block.

**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 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, I 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.

**Final exam**:

This is a take home exam. The exam will be open Saturday Dec 4 at 6am and is due Tuesday December 7 at 11.50. pm It will be composed of three short essay questions. Guidelines 1,000 words .

**Late assignment**

All late assignments will incur a 20 percent penalty per 24 hours.