

Lahore School of Economics

All MBA Participants must read this Outline and bring it to their class

Course Title

Organizational Behavior and Leadership (OB&L)
Winter 2014

Class Details

MBA
Sections I and II

Course Duration

28 sessions

Course Instructor

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Class Room

Aud 10

V5

Please bring this Outline to your first two classes. Also please remember to always carry your NAME CARDS for my class. You will not get the chance to speak if you do not have one.

Also please prepare the case the readings you have been asked to prepare for the first class this Tuesday - you may get a surprise Quiz in the very first class! And please be seated five minutes before the class starts.

Please Note that if you miss FIVE classes you will be asked to leave this course. You will have to repeat it next year.

Course Description

Organizational Behavior and Leadership (OB&L) are actually two courses which we have merged into one to offer a very exciting integrated course for the MBA students at LSE, given the structure of the MBA program. It worked out very nicely last year and I hope you will enjoy it at least as much as the last year students did. However, I must WARN you that you will have to work hard. Our MBA program at LSE has become one of the best in the region and I warn you right here that there is no short cut to hard work. Come to the class rested, with focus, and fully prepared.

The above two streams have been merged for a good reason: Many of the Leadership course sub-modules, themes and areas originate directly from and overlap heavily with Organizational Behavior (OB). As an example, consider Change Management – often taught as part of OB (and sometimes even independently) but which I regard as an integral part of any Leadership course as well. In fact, many OB books contain separate chapters on Leadership. Therefore it makes so much sense to combine Leadership with OB. I will try to both integrate Leadership with OB but also treat it separately to bring out more in the classes.

OB is, of course, a core course in any MBA program throughout the world while Leadership is being increasingly offered in many business schools now in the MBA programs. Leadership is also a growing area in Executive Education. In some schools, OB&L is taught as People Management and Leading Organizations as two separate courses. Do not be confused; we will discuss all of this in the class. The bottom line is that taken together, OB&L – which will consist of People Management, Leadership and Leading Organizations, OB and more - introduces you to one of the most exciting and rewarding areas of management. If you put in hard work, I guarantee you that you will reap fruit both in the short-term (an interesting course to pursue) and long-term (in your professional career).

What is Organizational Behavior?

In a way, the phrase “Organizational Behavior” can be construed as an Oxymoron – after all, organizations do not “behave” because they are not “alive” (What is your opinion on it?). However, we know from experience that school life, university life, and even family life all have their own particular “structures” and “cultures”. Within these structures and cultures, we behave differently, depending on our personalities, moods, motivations, perceptions, circumstances, and whether we are behaving as an individual or as a group. We also take into account the prevailing norms (but sometimes we go against the

norms). Sometimes we say we will do x but actually do y. Do attitudes lead to behaviors? What do you think?

For a good part of your lives you will (hopefully) be working for an organization, whether it is a for-profit organization, a non-profit organization, or a mixture of these two. Once you start working (as some of you can attest already), you will run into some classical OB issues - I list some of them: What is the structure of this organization? What is the culture of this organization? What is expected of me, especially given this structure and this culture? What does a manager really do? Does he plan rationally and then implement this plan, something which seems so intuitional and so evident? Or do things and plans “emerge”? Where does he get his information from? Does he like to read his information or get it verbally? How does he make his decisions?

Other (related) questions may be: How do I manage myself? How should I manage myself? How do I deal with my boss? Can I really “manage” him, given the power differential? Should I manage him, even if I could? I mean will this not be seen as flattery and apple polishing? And how do I motivate those who work for me? Is monetary compensation enough to motivate people? What happens when people work in teams? How do I manage conflict? How do I evaluate my subordinates? Do I do it in absolute terms or on a relative curve? Should I allow experimentation by introducing a 360 degree evaluation system? How do I deal with ethical issues? How do I negotiate? How do I manage my own career? How do I evaluate my career?

The above – and many others – are some of the issues which lie at the heart of OB and Leadership. We cannot perhaps deal with all of these at length in one course (and you will continue to learn one way or the other in your later, post-LSE life) but we will try to achieve as much in this course as possible. More formally, according to your textbook (Have you bought this book already? If not please do asap: See below for details: **Organizational Behavior (14th Edition) by Robbins, Judge and Vohra** – I will call it OB by RJV 14th Ed) on page 9 it is mentioned “OB is a field of study that investigates the impact that individuals, groups and structure have on behavior within organizations, for the purpose of applying such knowledge toward improving an organization’s effectiveness”. Also, according to Heath and Sitkin (2001)’s paper, OB “has often been defined as studying behavior of individuals and groups within organizations”. You must think about the question: What is OB?

This course, as hinted above, will have a sub-module on Leadership. However, throughout the course, in every session, it will be assumed that you are a “Leader” in the classroom. Thus, when you make

decisions while discussing a case, or when you present your research and findings in a group presentation, you will be acting as a Leader. Even then we will spend some time to formally define Leadership and to see if such a complex subject can be taught. We will also try to get some of the finest leaders in management to come to our class and talk to us. And of course, the entire case method, perhaps best developed at Harvard Business School, is designed to bring out leadership traits that I think are present in most of you. However, this will happen only if you are willing to learn the Case Method in its entirety and try your level best to fulfill the requirements of a full-blown case in class.

OB&L Project

Almost immediately as the course starts, you will be asked to form teams of five students. You will pick any one of the many topics covered in class and will go out to one or more companies and do research on that topic (in terms of how the actual managers think about these issues and how they implement them) and come back and make a presentation to class on your research. You will present primary data as well as secondary data and ensure that this presentation adds to the body of managerial knowledge. I attach a very high importance to this project. I do not want a cut and paste job: What I want is originality. My yardstick is very simple: If you present this output to the same company that you worked on, will that company find it a) useful and b) interesting? Or will it find it mundane, trivial, and worse, boring! (I am not happy with the output of last year regarding this project)

Course Objectives

1. To ensure that you learn the theory and concepts related to organizational behavior and leadership as these are taught in good schools throughout the world;
2. To ensure that you do a number of cases in class so that you get to discuss these theories and concepts in the actual, managerial sense as these are practiced, and that you take “decisions” on some managerial situations and dilemmas;
3. To ensure that all of you “participate” in the discussions in class. If YOU are not willing to lead a conversation and defend YOUR points of view now inside the classroom where YOU have their friends and peers sitting around YOU then it is likely that YOU are not ready, yet, to become leaders;

4. To ensure that you get a chance in teams to present their research to the entire class and also make this presentation an interesting one – that is, the class as a whole thinks that the ideas were **both** useful and interesting enough – mere utility, let alone good data collection, is not a criterion or a sufficient condition for a good presentation. Presentational skills are a must for an MBA participant;
5. To learn to work in teams. (What better way to learn about teams than to learn the theory and then to practise it within the semester).

Course requirements and Attendance Policy

- Preparation for regular attendance at and full participation and involvement in the 28 class sessions;
- OB&L project: As discussed above;
- The two sections are ethically and morally bound **not** to discuss any material whatsoever that they discussed in their own section to any student from the second section. You are honor bound to abide by this requirement. Any breach of this code will be considered as cheating by me.

Punctuality and regularity are the most important inputs required by me. If you are late even by one minute you get a penalty. **If you are absent without a genuine reason (we will define a genuine reason) you get a more serious penalty.** You will lose one percent for missing one class, and a half percent for coming late. Please be in the class room five minutes before the class starts.

Course Text

Organizational Behavior by Robbins, Judge and Vohra, 14th Edition (Pearson)

Please try to buy a **non-pirated edition** – it costs Rs 700 (equal to a good meal) but this edition will pay you back many times. It will also help you with the job interview. Please buy the book as soon as you receive the Outline (See the note below)*

(*) Please note that while we will refer to this text book, we will use cases and mostly Harvard papers and notes in this course. Even if you have used this book, or a condensed version of this book before in your

undergraduate studies, it should not make much of a difference. This book is mainly a “help-book” for those students who are totally new to Management. I teach this course as a case-based course and use the book as a prop.

Grade Distribution

Final Term	30%	
Mid Term	20%	
Project Presentations		20%
Quizzes	10%	
Class Participation		20%

Examinations:

There will be two examinations, mid-term and a final.

Quizzes:

In order to make sure that students keep up with the course, **several unannounced quizzes will be given during the semester. No make-up quiz will be given.**

Attendance: All sessions are compulsory. You may miss a class only in a serious emergency, and only after informing the instructor. There is a penalty for missing even a single session unless you have informed the instructor and he has agreed.

The onus for knowing what transpired in the class is on the student. However, attendance shall be taken at the beginning of the class. If you are not present at the time of attendance you will be marked absent. Once you step in the class room, you are not allowed to leave the class without permission. Keeping abreast with the class timings, makeup classes, assignments, due dates and any deadlines with respect to this subject will be the responsibility of the student.

Note: I will communicate with the students primarily by email on section by section basis. It is possible that I may change the content of a double session to ensure that both sections do not have the same content in any one week. Obviously this cannot be done for all the sessions and in any case I hope the students will abide by the honor code mentioned above. You are again reminded to read your emails

carefully and also remain in touch with your Learning Team (LT) members so that any change is communicated to you promptly.

Course Outline* (see at the end of the Outline)

Because I am teaching two sections it is possible I may not repeat the content. Also it is possible I may change the sequence for one of the section. In any case you are morally bound NOT to discuss even one word of class discussions with the other section.

Module I - Managing Individuals

Sessions 1-2

Topic: What is Organizational Behavior?

Case: Thurgood Marshall

Book: TB (Textbook) Chapter 1 “What is Organizational Behaviour?”

Papers:

- 1) The Manager’s Job: Folklore and Fact - HBR
- 2) Creating the Best Workplace on Earth - HBR
- 3) Big-B versus Big-O: What is organizational about organizational behavior? Heath and Sitkin – JOB 2001

Session 3

Topic: Managing Oneself

Case: Industrial Chemicals

Book: TB (Textbook) Chapter 5

Papers:

- 1) Managing Oneself - HBR
- 2) Authentic Speaker - HBR

Book

Chapter 11 “Communication”

Session 4

Topic: Personality and Perception

Readings:

Five-Factor Model by Judge and Mount - JAP 2002

Looking Deathworthy: Perceived Stereotypicality of Black Defendants -
Psy Science 2006

Book

Chapter 5 "Personality and Values"

Chapter 6 "Perception and Individual Decision Making"

Session 5

Topic: Managing Your Boss

Cases:

Frank Mason

Papers:

1) The Subordinate's Predicaments - HBR

Session 6

Topic: The Individual and the Organization

Readings:

Alumni and their alma mater - Mael and Ashforth

Not seeing eye to eye - Lester, Turnley, Bloodgood and Bolino - JOB
2002

Sessions 7-8

Topic: Managing your career

Cases:

1) Kevin Simpson 2) Craig Parks 3) Martha Rinaldi

Readings

Managing Yourself: Five Ways to Bungle a Job Change

Module II - Leading Teams

Sessions 9-10

Topic: Leadership and Motivation

Cases:

1) IMAGE 2) Lincoln Electric Group

Book: Chapter 7 “Motivation Concepts”

Paper: One More Time

Sessions 11-12

Topic: Leadership and Evaluation

Case:

Merck

Milford Industries (A)

Book: “Performance Appraisal”

Sessions 13-14

Topic: Interviewing and evaluation

Case: SG Cowen

Sessions 15-16

Topic: Leading Teams and Managing Conflict

Cases: Mod IV Product Development Team

Readings (Note):

Leading Teams” Harvard Note

The Discipline of Teams - HBR
The Vulnerable System: An Analysis of the Tenerife Air Disaster by Karl Weick
Leadership Lessons from the Chilean Mine Rescue"

Book

Chapter 9 "Foundations of Group Behavior"
Chapter 14 "Conflict" (not Negotiation)

Sessions 17-18

Topic: Negotiations

Cases: Iron Mining Field, Luna Pen, Frasier (A)

Book: Chapter 14

Module III - Advanced topics

Sessions 19-20

Topic: Power and Politics

Case: Thomas Green

Book: Chapter 13

Reading (Note): Power and Politics in Organizations

Sessions 21-22

Topic: Leadership

Reading: Basic Approaches to Leadership

Papers:

How to Choose a Leadership Pattern (HBR)
What Makes a Leader? (HBR)
Discovering your Authentic Leadership (HBR)
The Five Messages Leaders Must Manage (HBR)
How will you measure your life; Leader's Guide (HBR)

Build your company's Vision (HBR)

Sessions 23-24

Topic: Leadership and Culture

Cases:

MediSys

The Slade Company

Book: Chapter 16

Readings: The Smile Factory: Work at Disneyland

Sessions 25-26

Topic: Leading Change

Cases: Garanti Bank

Book: Chapter 17

Papers

The Network Secrets of Great Change Agents - HBR

Informal Networks - HBR

Leading Change: Why Transformation Efforts Fail - HBR

Cracking the Code of Change - HBR

Sessions 27-28: Presentations

Note Again: I am teaching two sections. It is possible that I may not repeat some of the material that I teach in one section in the other one. I will change the order so that the content is not repeated in the same week.

As a code of honor, both sections are NOT allowed to discuss even an iota of what they learnt, discussed and presented in their own section to the other section. I consider it as a serious form of cheating.

Also I may add or subtract to the above Outline depending on various factors.

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