

**JAIPURIA INSTITUTE OF MANAGEMENT, NOIDA**

**PGDM-M; TRIMESTER I, 2021-23 Batch, AY 2021-22**

**Course Information**

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| --- | --- |
| Course Code and title | 20301 Organizational Behaviour |
| Credits | 3 |
| Term and Year | Term I, 2021 -2022 |
| Course Pre-requisite(s) |  |
| Course Requirement(s) | Key terms (Pre reads) |
| Course Schedule (day and time of class) | Time Table Slot here  |
| Classroom # (Location) |  |
| Course Instructor |  |
| Course Instructor Email | Dr Abdul Qadir |
| Course Instructor Phone (Office) | Abdul.qadir@jaipuria.ac.in |
| Student Consultation Hours |  |
| Office location |  |

**1. Course Overview**

The business challenges amidst pandemics require organizations to design and implement their structures, processes, and systems around people. This in turn allows them to flourish-and spur a change and growth in the competitive markets. An integral part of this would include a study of human behavior in organizations.

Organizational Behavior course is designed to shape personal and interpersonal dynamics for individual’s effectiveness, to develop ability to work with others and understand organizational variables to make better decisions. It is expected that after learning the various aspects of human behavior and organization dynamics as put together in the course, individuals will undergo personal transformation and shall be able to deal effectively with complex organizational scenarios like the current COVID-19. To do this, a variety of activities will be put to practice. Major parts of the course will be delivered through instruments/tools, experiential exercises and cases. This will enhance learning and problem solving in organizations. Specific topics to be covered include: self-awareness, personality, attitude, motivation, interpersonal relationships and handling conflict, team, and leadership

**2. Course Learning Outcomes (CLOs):**

At the end of the course, the students will be able to:

**CLO1:** Understand the factors influencing human behavior

**CLO2**: Analyze self for effective self-management

**CLO3:** Apply theoretical frameworks to improve personal, team and organizational effectiveness

**3. Mapping of CLOs with Program Learning Outcomes (PLOs)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **PLO1** | **PLO2** | **PLO3** | **PLO4** | **PLO5** | **PLO6** |
| **CLO1** |  |  | **Embedded** |  |  |  |
| **CLO2** |  |  |  |  |  |  |
| **CLO3** |  | **Emphasised\*** |  |  |  |  |

\*To be used in writing AOL report

**4. Prescribed Text**

Robbins, S. P., Judge, T. A. & Vohra, N. (2014). *Organisational Behaviour. (14th ed.).* New Delhi: Pearson.

**5. Session Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Session No.** | **Session Topic** | **Session Learning Outcomes (SLOs)** | **CLOs** | **Reading / References** | **Pedagogy** | **Flipped Videos / Links** |
| **Module I: Individuals as Contributors to Organizational Effectiveness** |
| 1 | Experiencing the role of human behavior in the workplace | To identify the role of human behavior at workplace  | 1 | Text, Ch.1, pp. 9-20 | Discussion (Examples of Tatas, Amazon, IBM, Byjus, Apple) | - |
| 2 | Self-concept and Locus of control | To understand self-concept | 2 | [www.simplypsychology.org/self-concept.html](http://www.simplypsychology.org/self-concept.html) | Instrument: LOC | <https://www.youtube.com/watch?v=LILuqF0qQ_o> |
| 3 | Self-awareness | To appreciate self in relation to others  | 2 | Text, Ch.6, pp. 163-165<https://apps.cfli.wisc.edu/johari/support/JohariExplainChapman2003.pdf> | Ex.: Johari Window | <https://www.youtube.com/watch?v=griFNIlmEj4> |
| 4 | Demystifying Personality | To decode various dimensions of personality | 2 | Text, Ch.5, pp. 133-136 | Psychometric Test, Big Five | <https://www.youtube.com/watch?v=Ng1Ed_872O4&t=62s> |
| 5 | Motivational Theories and their Application | To relate relevant theories for motivating self and others | 3 | Text, Ch.7, pp. 194-218 | What motivates you survey <https://www.leadershipiq.com/blogs/leadershipiq/what-motivates-you> | https://www.youtube.com/watch?v=MzdRxPcl9rI&t=4s https://www.youtube.com/watch?v=4t4E14hZxLI&t=6s |
| 6 | Reinforcing the concepts through literature  | To appreciate the theoretical backdrop of human behaviour | 1 | Pre-read | Discussion |  |
| 7 | Organisational Citizenship Behaviour as a differentiator (Tata Model of OCB) | To understand the nuances of OCB | 3 | Text, Ch.3, pp. 72-73OCB white paper | Guest Session(Resource person from Tata Group) | <https://www.youtube.com/watch?v=Zq4Ew7XtlfY> |
| 8 | From screen to classrooms | To relate classroom learning through movies | 3 | - | Seminar by students |  |
| **Module II:** **Interpersonal Relationship** |
| 9 | Nuances of Interpersonal Relationship | To map interpersonal needs and patterns in self and others | 1 | <https://www.afirstlook.com/docs/firo.pdf> | Instrument: FIOR-B | <https://www.youtube.com/watch?v=ewScQNOvt9s> |
| 10 | Understanding IPR Dynamics through transactional analysis | To synthesise origin of interpersonal transactions | 2 | https://www.mbdi.com/wp-content/uploads/transactional-analysis-.pdf  | Instrument: Ego state Inventory | **Ted talks** Flip Video |
| 11 | Handling Conflict at Workplace | To know the origins of conflict and manage conflicts using appropriate styles | 3 | Text, Ch.14, pp. 440-449 | Instrument: Know Your Conflict Handling Style | <https://www.youtube.com/watch?v=h7uTmlKgBI0&t=12s> |
| 12 | Negotiating for win-win  | To use negotiation techniques in interpersonal relationships | 3 | Text, Ch.14, pp. 452-462 | Role play on BATNA by students | <https://www.youtube.com/watch?v=OQsYAKjjMrY&t=20s> |
| **Module III:** **Working in** **Teams** |
| 13 | Moving from groups to team | To differentiate between groups and teams | 1 | Text, Ch.10, pp. 297-298 | Discussion |  |
| 14 | Decision making in teams | To analyse the patterns of human behaviour in group decision making | 3 | Text, Ch.9, pp. 287-317 | Activity: Desert Survival | <https://www.youtube.com/watch?v=Huc74zcjW-4> |
| 15 | Enhancing team effectiveness | To create effective teams | 3 | Text, Ch.10, pp. 327-351 | Case: Starbucks | <https://www.youtube.com/watch?v=mDj4aP1c2rQ> |
| 16 | Managing team in the networked world | To understand the nuances of virtual teams | 3 | Text, Ch.10, pp. 300-301 | Seminar (Guest) |  |
| **Module IV:** **Leadership** |
| 17 | Leaders are born not made | To synthesize the origin of leadership | 1 | Text, Ch.12, pp. 394-405 | Debate (students) |  |
| 18 | Being effective leaders | To imbibe qualities of effective leaders | 2 | - | Exercise:clipping of a leader/ 2-minute talk on leader you admire the most | Ted talk: <https://www.youtube.com/watch?v=vlpKyLklDDY> |
| 19 | Handling Human Behavior during and post turbulent times | To understand the key behavioral issues during uncertain times from leaders’ perspective  | 3 | - | Panel Discussion (3-4 experts from varied industries) |  |
| 20 | From Good to Great (closing the loop with session 1)  | To understand the role of leaders in creating and reinforcing organizational culture  | 3 | https://motamem.org/wp-content/uploads/2018/10/Good-to-Great-Jim-Collins.pdf | Seminar by students |  |

**7. Assessment Tasks**

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| --- | --- | --- | --- | --- | --- |
|  | **Assessment**  | **Assessment Type** | **Weightage** | **CLO** | **Week Due** |
| 1. | Critique of the leadership style of a corporate leader | Report | 20% | 3 |  18th Session |
|  2. | Seminars | The students will be divided into groups to present a seminar after the end of each module.  | 20% | 3 | End of each Module |
|  3. | Reflection on Self-Assessment Measures  | LOC, Big 5, Johari window, ego state inventory, conflict, FIRO-B, Leadership and their linkage with theoretical background | 10% | 1 | 8th session & 18th session |
| 4. | Moodle based Contest | Guest session, flip videos and pre-reads | 10% | 1 | 10th session |
| 5. | End Term Hall Examination | Hall Exam | 40% | 1, 2 | Week 12 |

### **Rubric for CLOs**

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| --- | --- | --- | --- |
| CLOs | Below Expectations | Meets Expectations | Exceeds Expectations |
| CLO 1 Understand the factors influencing human behavior | Not able to reflect satisfactorily on concepts of organizational behavior | Not able to identify some of the concepts of organizational behavior | Able to the identify most of concepts of organizational behavior |
| CLO2Analyze self for effective self-management | Not able to analyse oneself satisfactorily for effective self-management | Able to analyse oneself for effective self-management to some extent | Able to analyse oneself satisfactorily for effective self-management |
| CLO3Apply theoretical frameworks to improve personal, team and organizational effectiveness. | Not able to apply theoretical frameworks to improve personal, team and organizational effectiveness | Able to apply theoretical frameworks to improve personal, team and organizational effectiveness to some extent | Able to satisfactorily apply theoretical frameworks to improve personal, team and organizational effectiveness |

**Rubrics for Assessments**

**Assessment 1: Critique of the Leadership Style of a Corporate Leader**

CLO3: Apply theoretical frameworks to improve personal, team and organizational effectiveness.

**PLO2\*: Demonstrate ability to work in teams to achieve desired goals.**

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| --- | --- |
| **Competencies** | **Traits/Performance Indicators (PI)** |
| Be able to participate collaboratively and responsibly in teams and contribute positively to achieve common goals. | 3.1 Working with others: Shares with, and supports the efforts of others. Implements the norms of practice (e.g. rules, roles, charters, agendas, etc.) of effective team work to accomplish a goal.3.2 Contribution: Routinely provides useful ideas when participating in groups. 3.3 Attitude: Never publicly critical of the work of others. Always has a positive attitude about the tasks. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Traits** | **Below Expectations****(Below 35%)** | **Meets Expectations****(35%-below 70%)** | **Exceeds Expectation****(Above 70%)** |
| Working with others | Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player  | Usually listens to, shares, with, and supports the efforts of others.  | Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.  |
| Contribution | Rarely provides useful ideas and takes initiative when participating in a group task. May refuse to participate | Usually provides useful ideas and takes initiative when participating in a group task. A strong group member who tries hard | Routinely provides useful ideas and takes initiative when participating in a group task. A leader who contributes a lot of effort |
| Attitude | Is often publicly critical of the project or the work of other members of the group. Is often negative about the task(s)  | Is rarely publicly critical of the project or the work of others. Often has a positive attitude about the task(s)  | Is never publicly critical of the project or the work of others. Always has a positive attitude about the task(s)  |

\*To be used in writing AOL report

**Assessment 2: Seminars**

CLO3: Apply theoretical frameworks to improve personal, team and organizational effectiveness.

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| **PLO2: Demonstrate ability to work in teams to achieve desired goals.** |
| **Competencies** | **Traits/Performance Indicators (PI)** |
| Be able to participate collaboratively and responsibly in teams and contribute positively to achieve common goals.  | 3.1 Working with others: Shares with, and supports the efforts of others. Implements the norms of practice (e.g. rules, roles, charters, agendas, etc.) of effective team work to accomplish a goal.3.2 Contribution: Routinely provides useful ideas when participating in groups. 3.3 Attitude: Never publicly critical of the work of others. Always has a positive attitude about the tasks. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Traits** | **Below Expectations****(Below 35%)** | **Meets Expectations****(35%-below 70%)** | **Exceeds Expectation****(Above 70%)** |
| Working with others | Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player  | Usually listens to, shares, with, and supports the efforts of others.  | Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.  |
| Contribution | Rarely provides useful ideas and takes initiative when participating in a group task. May refuse to participate | Usually provides useful ideas and takes initiative when participating in a group task. A strong group member who tries hard | Routinely provides useful ideas and takes initiative when participating in a group task. A leader who contributes a lot of effort |
| Attitude | Is often publicly critical of the project or the work of other members of the group. Is often negative about the task(s)  | Is rarely publicly critical of the project or the work of others. Often has a positive attitude about the task(s)  | Is never publicly critical of the project or the work of others. Always has a positive attitude about the task(s)  |

**Assessment 3: Reflection on self-assessment measures**

CLO1: Understand the factors influencing human behavior

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| --- |
| **PLO3/: Apply relevant conceptual frameworks to business situations.** |
| **Competencies** | **Traits/Performance Indicators (PI)** |
| Apply knowledge of disciplinary or interdisciplinary theory and frameworks to business situations. | 1.1 Gather relevant information and reflect and comprehend business situations.1.2 Select and use relevant concepts and frameworks to business situations. |

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| --- | --- | --- | --- |
| **Traits** | **Below Expectations****(Below 35%)** | **Meets Expectations****(35%-below 70%)** | **Exceeds Expectation****(Above 70%)** |
| reflect and comprehend business situations. | Struggles to pinpoint the information needed. Gathers information from one source. Minimal evidence of search/selection criteria. | Clearly identifies the information required. Gathers information from multiple valid and reliable sources. Evidence of search/selection criteria. | Demonstrates a sophisticated understanding of what information is needed.Gathers extensive information from a variety of valid and reliable sources including journals, texts, etc., specific to the subject. Clear evidence ofsearch/selection criteria. |
| Select and use relevant concepts | Has limited knowledge on selecting and using relevant concepts and frameworks. Requires extensive assistance in selecting relevant concepts andframeworks. | Selects and uses relevant concepts and frameworks. Requires minimal assistance in choosing relevant concepts and frameworks. | Selects and uses relevant concepts and frameworks. Needs no assistance in selecting relevant concepts and frameworks. |

**Assessment Component: End-Term (40Marks) CLO1& CLO2**

**CLO1 Apply relevant conceptual frameworks to business situations**

**CLO 2 -** **Develop self-awareness for interpersonal effectiveness.**

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| --- | --- |
| **Competencies** | **Traits/Performance Indicators (PI)** |
| Be able explain the concepts and apply in the given situation | 4.1 Critical Thinking and Application |
| **Traits** | **Below Expectations****(Below 35%)** | **Meets Expectations****(35%-below 70%)** | **Exceeds Expectation****(Above 70%)** |
| **Critical Thinking and Application** | Lacks depth of understanding and application of the concepts. | Demonstrates understanding of all aspects of the subject  | Is able to critically think and analyze resulting in sound application |

**Rubrics for Moodle based Contest (10 Marks)**

**CLO1: Apply relevant conceptual frameworks to business situations**

**PLO3: Reflect on business situations applying relevant conceptual frameworks**

|  |  |
| --- | --- |
| **Competencies** | **Traits/Performance Indicators (PI)** |
| Apply knowledge of disciplinary or interdisciplinary theory and frameworks to business situations. | * 1. Gather relevant information about business situations.
	2. Select and use relevant concepts and frameworks to business situations.
 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Traits** | **Below Expectations****(Below 35%)** | **Meets Expectations****(35%-below 70%)** | **Exceeds Expectation****(Above 70%)** |
| **Gather Relevant Information** | Struggles to pinpoint the information needed. Gathers information from one source. Minimal evidence of search/selection criteria. | Clearly identifies the information required. Gathers information from multiple valid and reliable sources. Evidence of search/selection criteria. | Demonstrates a sophisticated understanding of what information is needed.Gathers extensive information from a variety of valid and reliable sources including journals, texts, etc., specific to the subject. Clear evidence ofsearch/selection criteria. |
| **Select and Use Relevant Concepts and Frameworks** | Has limited knowledge on selecting and using relevant concepts and frameworks. Requires extensive assistance in selecting relevant concepts andframeworks. | Selects and uses relevant concepts and frameworks. Requires minimal assistance in choosing relevant concepts and frameworks. | Selects and uses relevant concepts and frameworks. Needs no assistance in selecting relevant concepts and frameworks. |

**8. Time budgeting in course planning:**

Please note that while assigning activities and planning teaching schedules following table may be of help. The weightage of items in the table is prescriptive and may vary according to course requirement. Yet it is indicative of how ***student time per course*** can be budgeted:

|  |  |  |
| --- | --- | --- |
| **Activity** | **Description** | **Time Budgeted** |
| Classes  | 3.45 hours per week for 10 weeks | 30 hours |
| Reading | Prescribed Readings  | 10 hours |
| Preparation of Exercises & Assignments | Individual Assignments | 15 hours |
| Preparation of Seminar | Data Collection, Compilation & Recommendation | 20 hours |
| Study & Revision for Quiz & ET Exam. | Self-preparations | 30 hours |
| **TOTAL** |  | 105 hours |

**9. Academic Conduct:**

Students will be expected to maintain a daily log of their learning and make an action plan. The continuous evaluation tools would be implemented as per schedule and collected for evaluation.

Students are encouraged to visit videos available on Impartus, you tube on TED talks, and readings available at websites like course era, etc.

**Institute’s Policy Statements**

It is the responsibility of every student to be aware of the requirements for this course, and understand the specific details included in this document. It is emphasized that this course requires significant commitment outside of formal class contact.  The learning tasks in this course may include classes (lectures or seminars), required reading, the preparation of answers to set questions, exercises and problems, and self-study. In addition, students may be required to complete an assignment, test or examination.

**LMS-Moodle/Impartus:**

LMS-Moodle/Impartus is used to host course resources for all courses. Students can download Lecture, additional reading materials, and tutorial notes to support class participation.

**Late Submission**

Assessment tasks submitted after the due date, without prior approval/arrangement, will be not be accepted.

**Plagiarism**:

Plagiarism is looked at as the presentation of the expressed thought or work of another person as though it is one's own without properly acknowledging that person.

Cases of plagiarism will be dealt with according to Plagiarism Policy of the institute. It is advisable that students should read Student Handbook for detailed guidelines. It is also advisable that students must not allow other students to copy their work and must take care to safeguard against this happening. In cases of copying, normally all students involved will be penalized equally; an exception will be if the student can demonstrate the work is their own and they took reasonable care to safeguard against copying.

PLO1: Communicate effectively

PLO2: Demonstrate ability to work in teams to achieve desired goals

PLO3: Reflect on business situations and apply relevant conceptual frameworks

PLO4: Evaluate different ethical perspectives

PLO5: Comprehend sustainability issues

PLO 6: Exhibit innovative and creative thinking