Indian Institute of Management Sirmaur

COURSE OUTLINE

Programme: MBA

Name of the Course: Behaviour in Organizations

Core / Elective: Core

Credit: 3

Academic Year & Term: 2025-26; Term I

Course Coordinator/Faculty: Dr. Sanjay Singh, Dr. Rinki Dahiya, Dr. Parul Malik, Dr. Parijat Lanke, Dr. Sumagna Bhowmick

Email: sanjay.singh@iimsirmaur.ac.in, rinki.dahiya@iimsirmaur.ac.in, parul.malik@iimsirmaur.ac.in, parijat.lanke@iimsirmaur.ac.in, sumagna.b@iimsirmaur.ac.in

Introduction to Course /Course Description:

An organization is a purposive social unit intended to harness human skills for creating products and services of social and economic value. However, a deeper insight into human nature and the nature of organizations is needed to address this purpose. The present course offers an in-depth insight into the conceptual and applied aspects of Organizational Behaviour as a discipline and its applications for analyzing, managing, and predicting people's behaviour in the group and organizational setting.

The course begins by offering a historical overview of the evolution of the discipline and locates its place in the present management literature in light of the latest research and theoretical perspectives. Through various topics covered in this course, the instructor discusses the dynamics of human values, attitudes, personality, emotions, motivation, group, team behaviour, leadership, power, and political process having a bearing on managerial effectiveness in the organizational setting. The course also includes emerging topics in organizational behaviour, such as organizational behaviour in a post-pandemic multicultural world, Gender, diversity, inclusion in the workplace, and emerging disciplinary thrust toward positive organizational behaviour. The instructor will follow a case-oriented discussion approach for each topic by bringing relevant business case studies, examples and exercises into the course.

Course Objective and Key-takeaways from the course

This course is designed to:

- Provide a robust conceptual understanding of the behavior of people in organizations in the post-Covid world.
- Develop students' abilities to understand individual and group behavior within organizations.
- Impart organizational behavior theories and frameworks, which can be applied for thinking and reasoning about the dynamics of organizational situations.
- Provide opportunities to practice the use of these conceptual frameworks through their application to organizational problems.

By the end of the course, a student should be able to:

- Understand and explain individual behavior and its implications in organizational settings by appreciating personality, values, attitudes, emotions, perception, decision-making, and motivational theories.
- Understand and explain leadership, group, and team dynamics as well as their implications in the organizational context. Appreciating power dynamics and politics in the organization.
- Understand the interplay between various aspects of individual and group-level attributes and their role in problem-solving.
- Develop the competence required to work effectively in a team in the post-pandemic world.
- Appreciate the organizational context and apply relevant contemporary organizational behavior theories, concepts, and models in order to analyze and act on organizational cases and issues.
- Differentiate between the various leadership models, recognize own and other's leadership styles, and infer consequences of leader behaviors in given organizational situations.
- Analyze and appreciate the role of social values in an Indian business context.

Programme Level Learning Goals

1. Possess the ability to identify the importance of organizational behavior concepts for personal and organizational effectiveness.

Learning Objectives
Our students would be able to: a)   Recognize the basic organizational behavior concepts and essential interpersonal skills that impact both personal and organizational success.   b)   Learn to identify and describe contextual perspectives on organizational behavior.

2. Possess the ability to explain individual behavior attributes and their implications in organizational settings.

Learning Objectives
Our students would be able to: a) Explain the nature of individual differences and their implications in organizational settings by appreciating different individuals' personalities, values, attitudes, emotions, perceptions, motivation, and decision-making. b) Enhance their ability to understand and appreciate the role of stress and emotions in effective functioning of an executive and develop the skills to manage stress and emotions.

3. Possess knowledge of group and team dynamics and the interplay between various aspects of individual and group-level attributes.

Learning Objectives
Our students would be able to: a) Identify the core group performance factors and stages of group development and the implementation process in creating new teams. b) Recognize the primary benefits of teams and understand how managers can promote effective team performance and team competencies.

4. Differentiate between the various leadership models, recognize own and others' leadership styles, and infer consequences of leader behaviors in given organizational situations.

Learning Objectives
Our students would be able to: a) Discuss the roles of leaders in an organization. b) Trace the early and contemporary approaches to leadership. c) Understand and analyze how leaders can positively impact their organizations through building trust and mentoring.

5. Understand the crucial role of power, conflict, and negotiation dynamics in the organization.

Learning Objectives
Our students would be able to: a) Identify power or influence tactics and their contingencies. b) Develop an understanding of the causes and consequences of abuse of power. c) Recognize interpersonal conflict management strategies.

6. Develop a growth and diversity-oriented mindset for harnessing diverse skills and behavioral potential among employees in organizational setting

Learning Objectives

Our students would be able
to:
a) Acquire the ability to explain the challenges to developing a growth mindset
b) Examine and frame diversity policies for organizations operating in a multicultural setting
c) Experience well-being and positive mental health at work

PEDAGOGY

This is a primarily business case and simulation-based course. Students are expected to read all cases thoroughly, prepare for classroom discussions for all sessions, and test their hypotheses in a safe and simulated environment. The purpose is to ensure that the concepts learned are understood in the context of real-life organizational problems and the attendant managerial dilemmas. It is hoped that the learning would add to the repertoire of managerial capabilities to deal with problems related to organizational structure, processes, and functioning. Participants will bring their learning to the fore through the group project on the underlying theme that will run through the entire course: 'Managing Self for Managing Others Effectively.'

Pedagogical Components in Course
The present course will primarily include the following four types of pedagogical components, among others.

International Component in the Course:

The present course contains relevant case studies based on various international organizations and protagonists operating in a global cross-cultural environment. Many books and reading materials prescribed for this course have been written by international experts and authors. The book 'The Human Side of Enterprise by Douglas McGregor is recommended for developing intellectual core about the subject, while Prof. Jai B. P. Sinha's book 'Culture and Organizational Behaviour' is recommended to develop culturally relevant knowledge of the subject. The instructor and students may bring additional indigenous and cross-cultural examples from other scholarly sources during the classroom discussions.

Industry Component in the Course:
Apart from numerous industry cases and examples as outlined in the session plan of this course, a certain percentage of the total lectures of this course will be delivered by suitable industry experts as per the guidelines of the MBA Programme Manual. Moreover, as part of the evaluation component, students would be assigned industrial-oriented project(s) as individuals or in teams to enhance their applied learning.

Technology Component in the Course:
The present course will contain around two management simulations conceptualized and designed by experts in the relevant domain topic. The algorithm of these simulations will require students to progress in a stepwise manner, reflecting the conceptual clarity of the subject and imbibing the

overall learning goals of this course. Moreover, the course may also require students to receive real-time inputs such as feedback, practice quiz, presentation, and additional content.

Research Component in the Course:
The instructor's discussion and presentation in the classroom would incorporate the latest research, as far as possible, drawn from the scholarly journals surrounding the subject matter as per the course outline.

Required Text Book(s)

- Greenberg, J.(2015). *Behavior in Organizations:* (10th ed.). New Delhi: Pearson [Printed]

Recommended Text Book(s):

- McGregor, D. (1960/2005). *The Human Side of Enterprise*. New York: Mc-Graw Hill

- Sinha, J.B. P. (2008). *Culture and Organizational Behaviour*. New Delhi: Sage Publications

- Robbins, S.P., Judge, T.A., and Vohra, N. (2019). *Organizational Behavior* (18th ed.). New Delhi: Pearson.

- Harvard Business Review, Hill, L.A., Ibarra, H., Cialdini, R.B., and Goleman, D. (2017). *HBR's 10 Must Reads for New Managers*. Harvard: Harvard University Press.

- Luthans, F., Luthans, B. and Luthans, K. (2015). *Organizational Behavior: An Evidence Based Approach* (13th ed.). New Delhi: International Age Publishing, Inc.

- Ott, J.S., Parkes, S.J., and Simpson, R.B. (2008). *Classic Readings in Organizational Behavior* (4th ed.). London: Cengage.

- Pareek U. (2011). *Understanding Organizational Behavior* (3rd ed.). Delhi: Oxford University Press.

- Ricky W. Griffin, Jean M. Phillips, and Stanley M. Gully (2020). Organizational Behavior: Managing People and Organizations with MindTap (13th ed.). New Delhi: Cengage

Course Pack Distribution to students

Articles:

- Peter Drucker (2017). *What Makes an Effective Executive*. HBR#: 10093-PDF-ENG
- Clayton M. Christensen (2010). *How Will You Measure Your Life?* HBR#: R1007B-PDF-ENG
- Henry Mintzberg (1990). *Manager's Job: Folklore and Fact* (HBR Classic), HBR#: 90210- PDF-ENG
- Michael Maccoby (2004). *Narcissistic Leaders: The Incredible Pros, the Inevitable Cons* (HBR Classic). HBR#: R0401J-PDF-ENG
- Teresa M. Amabile, Constance N. Hadley, and Steven J. Kramer (2002). *Creativity Under the Gun*, HBR#: R0208C-PDF-ENG
- Daniel Goleman (2004). *What Makes a Leader*? HBR#: R0401H-PDF-ENG

- Frederick Herzberg (2003). *One More Time: How Do You Motivate Employees?* HBR#: R0301F-PDF-ENG
- Amy C. Edmondson, and Kathryn S. Roloff (2009). *Leveraging Diversity Through Psychological Safety*. HBR#: ROT093-PDF-ENG
- John P. Kotter (2001). *What Leaders Really Do*. HBR#: R0111F-PDF-ENG
- Max H. Bazerman (2020). *A New Model for Ethical Leadership*. HBR# R2005G-PDF-ENG
- Jeffrey Pfeffer (2010). *Power Play*. HBR# R1007G-PDF-ENG
- Carol Dweck, and Kathleen Hogan (2016). *How Microsoft Uses a Growth Mindset to Develop Leaders,* HBSP#: H036U6-PDF-ENG
- Frank Dobbin, and Alexandra Kalev (2016). *Why Diversity Programs Fail*? HBSP#: R1607C-PDF-ENG

Case Studies:

- Boris Groysberg, Michael Norris, and Carin-Isabel Knoop (2020). *Wladimir Klitschko: F.A.C.E. Your Challenges*. HBSP#: 421032-PDF-ENG
- Srinivasan Tatachari (2014). *Amisha Gupta's first year at work*. HBSP#: W14030-PDF-ENG
- Shlomo Ben-Hur, and Brian Blum (2018*). Better Place: An Entrepreneur's Drive Goes Off Track.* HBR#: IMD940-PDF-ENG
- Teresa M. Amabile (2008). *Creativity under the Gun at Litmus Corporation*, HBR#: 808075-PDF-ENG
- Atul Teckchandani (2020). *PeopleFirst Inc: A Star Employee but a Terrible Manager*, HBR#: W20780-PDF-ENG
- Kirti Sharda (2016). *Shivani Carriers Pvt. Ltd.: Managing Employee Motivation at the Bottom of the Pyramid*. HBR #: A00034-PDF-ENG
- V Padhmanabhan (2012). *Internal Competition - A Curse For Team Performance*. HBR#: W12003-PDF-ENG
- Ashok K. Dua, Sumita Rai (2017). *Ratan Tata: Ethical Leadership*. HBSP#: W17258-PDF- ENG
- Nour Kteily, Deepak Malhotra, and David Lane (2021). *Trouble at Basecamp: Managing Politics, Polarization, and Conflict in the Workplace* (A) HBSP#: 922003-PDF- ENG
- Herminia Ibarra, Aneeta Rattan, Anna Johnston (2018). *Satya Nadella At Microsoft: Instilling A Growth Mindset*. HBSP#: LBS128-PDF-ENG
- V Padhmanabhan (2011). *Conflict Management at TKC Consulting* HBSP #: 910C30-PDF- ENG
- Romina Mathew, Rajita Singh, Anjali Bhole Desai, Sudhanshu Bhatt (2020). Juhi Warrier: Driving the Diversity Agenda at Revital Pharma Inc.Product #: W20864-PDF-ENG

Simulation:

- Michael A. Roberto (2014). *Organizational Behavior Simulation: Judgment in a Crisis*. HBSP #: 7077-HTM-ENG
- Michael A. Roberto, Amy C. Edmondson (2017). *Leadership and Team Simulation: Everest V3*. HBR #: 8867-HTM-ENG

Indian Institute of Management Sirmaur

COURSE SCHEDULE

Session	Topics	Intended Learning Outcomes	References
1	**Introduction to Organizational Behavior:** ● What is Organizational Behaviour (OB)? ● Fields contributing to OB ● OB and Management process ● OB and the Manager's Job; ● Contextual Perspectives on Organizational Behavior ● Positive Organizational Behaviour ● Organizational Behaviour in the Indian context ● *Exercise*: Managerial routine	After completing this module, students will be able to: ☐ Understand the concept of OB, its significance in management, and the key elements involved. ☐ Recognize the multidisciplinary nature of OB. ☐ Analyze organizational behaviour from different contextual perspectives. ☐ Explore Positive Organizational Behaviour (POB) and differentiate it from traditional approaches. ☐ Evaluate the application of OB concepts in the Indian context, and identify effective strategies for managing and leveraging OB in the Indian business environment.	● Textbook: Chapter -1: The Field of Organizational Behavior. ● *HBR Article:* Peter Drucker (2017). What Makes an Effective Executive. HBSP #: 10093-PDF-ENG ● *Forbes Article:* Chauncey Crail (2023). What Is Organizational Behavior? Forbes USA ● Peterson, M. D., & Thomas, D. (2007). Organizational behavior in multinational organizations. Journal of Organizational Behavior, 28(3), 261–279. https://doi.org/10.1002/job.442 ● Luthans, F. (2002). The need for and meaning of positive organizational behavior. *Journal of Organizational Behavior*, *23*(6), 695–706. https://doi.org/10.1002/job.165
2.	**Understanding and Managing Self** ● Nature of self ● Understanding your	After completing this module, students will be able to: ☐ Understand the nature of self and its relevance in the context of organizational management.	● Relevant sections of the Textbook on Understanding and managing self ● *HBR Article:* Clayton M. Christensen (2010). How Will You Measure Your

	attitudes and values ● Taking charge of your managerial life ● Developing Grit and Willpower ● Person-Job fit ● Psychological Reactance Theory (A theory of freedom and control, Brehm & Brehm, 2013) ● Johari Window Model ● Creating a strategy for your (organizational) journey ● *Exercise*: Measure Your Grit	☐ Gain insights into their own attitudes and values, and understand how they influence managerial decision-making and behavior. ☐ Take charge of their managerial life by developing self-awareness, self-reflection, and self-management skills based on the case study of Wladimir Klitschko. ☐ Recognize the importance of person-job fit and learn strategies for aligning personal strengths and preferences with organizational roles. ☐ Using the FACE technique, create a strategic plan for their professional journey, considering long-term goals, personal values, and work-life balance.	Life? HBSP #: R1007B-PDF-ENG ● *HBSP case:* Boris Groysberg, Michael Norris, Carin-Isabel Knoop (2020). Wladimir Klitschko: F.A.C.E. Your Challenges. HBSP#: 421032-PDF- ENG ● *Journal Article:* Duckworth, A. L., & Gross, J. J. (2020). Behavior change. *Organizational Behavior and Human Decision Processes*, *161*, 39–49. https://doi.org/10.1016/j.obhdp.2020.09.002 ● *Journal Article:* Duckworth, A. L., Milkman, K. L., & Laibson, D. (2018). Beyond Willpower: Strategies for Reducing Failures of Self-Control. *Psychological Science in the Public Interest*, *19*(3), 102–129. https://doi.org/10.1177/1529100618821893
3	**Developing Work Appropriate Attitudes and Behavior** ● Types of people/managers in organizations (Spranger & Mintzberg Models) ● The Organization Man (Whyte) ● Developing connect with work (Art of loving what you do)	After completing this module on Understanding Others at Work, students will be able to: ☐ Understand different types of people and managers in organizations, using models such as the Spranger and Mintzberg models. ☐ Explore the concept of "The Organization Man" as discussed by Whyte and its implications in understanding others at work.	● *HBR Article:* Henry Mintzberg (1990) Manager's Job: Folklore and Fact (HBR Classic), HBR#: 90210-PDF- ENG ● *HBSP case:* Srinivasan Tatachari (2014). Amisha Gupta's first year at work. HBSP#: W14030-PDF-ENG ● *Magazine Article:* New Scientist. (n.d.). Human Nature: Six things we

	• Transactional Analysis • Techniques of crafting your identity through work • Developing work appropriate attitudes and behaviour (Learning to serve and thrive through your work) • *Exercise*: My First Day at Work	☐ Develop the ability to connect with their work and cultivate a sense of fulfillment and passion for what they do. ☐ Learn techniques for crafting their identity through their work and effectively managing their professional image. ☐ Develop work-appropriate attitudes and behaviors, learning to serve and thrive through their work.	all do | https://www.newscientist.com/round-up/human-nature/ • Gino, F., Sezer, O., & Huang, L. (2020). To be or not to be your authentic self? Catering to others' preferences hinders performance. *Organizational Behavior and Human Decision Processes*, 158, 83–100. https://doi.org/10.1016/j.obhdp.2020.01.003
4-5	**Personality dynamics at Work** • Personality Types at Work. • Theories of Personality; • Dark Triads and Pathological Behavior at Work • Narcissistic Personality: Harnessing productive and unproductive parts of Narcissism • Personality Assessment: Understanding Occupational Personality Questionnaires • Indian Perspective on Personality • *Exercise*: Know Your Personality	After completing this module, students will be able to: ☐ Identify different personality types at work and understand how they influence workplace dynamics. ☐ Explore theories of personality and their relevance in understanding individual behavior and interactions in the workplace. ☐ Examine the concept of the Dark Triad and pathological behavior at work, recognizing their impact on organizational dynamics. ☐ Understand narcissistic personality traits and learn strategies for harnessing the productive aspects while managing the unproductive aspects. ☐ Familiarize themselves with personality assessment tools like Occupational Personality Questionnaires and understand their application in organizational settings. ☐ Gain insights into the Indian perspective on personality and its implications in the workplace.	• Textbook: Chapter - 4 • *HBR Article:* Michael Maccoby (2004). Narcissistic Leaders: The Incredible Pros, the Inevitable Cons (HBR Classic). HBR #: R0401J-PDF-ENG • *HBSP case:* Shlomo Ben-Hur, and Brian Blum (2018). Better Place: An Entrepreneur's Drive Goes Off Track. HBR#: IMD940-PDF-ENG • *Journal Article:* Mathieu, C., & St-Jean, E. (2013). Entrepreneurial personality: The role of narcissism. *Personality and Individual Differences*, 55(5), 527–531.

			https://doi.org/10.1016/j.paid.2013.04.026
6-7	**Individual Decision-Making:** ● Nature of the decision- making process ● Steps involved in decision-making, ● Image Theory of Decision Making ● Prospect Theory and its Applications ● Programmed and non-programmed decisions, ● Biases in decision making. ● Decision-making under crisis ● *Exercise*: Are you a System 1 or System 2 decision maker?	After completing this unit, the student shall be able to: ☐ Understand the nature of the decision-making process and its significance in organizational contexts. ☐ Identify the steps involved in decision-making, including problem identification, gathering information, evaluating alternatives, and making choices. ☐ Differentiate between programmed and non-programmed decisions and recognize their implications for decision-making outcomes. ☐ Explore biases that can impact decision-making, such as cognitive biases, heuristics, and social influences. ☐ Develop an understanding of decision-making under crisis situations and the challenges associated with making effective decisions in high-pressure environments.	● Textbook: Chapter - 10 ● *HBSP Simulation:* Michael A. Roberto (2014). Organizational Behavior Simulation: Judgment in a Crisis. HBSP #: 7077-HTM-ENG ● *Journal Article:* Beach, L. R., & Mitchell, T. R. (1987). Image theory: Principles, goals, and plans in decision making. *Acta Psychologica*, *66*(3), 201–220. https://doi.org/10.1016/0001 - 6918(87)90034-5
8	**Creativity and Problem-Solving.** ● Nature and steps involved in the creative process. ● Managerial creativity vs. scientific creativity ● Theories of creativity. ● Creativity and problem solving under high pressure,	After completing this unit, the student shall be able to: ☐ Understand the nature of the creative process and the steps involved in generating innovative ideas. ☐ Differentiate between managerial creativity and scientific creativity, recognizing their unique characteristics and applications. ☐ Explore theories of creativity, including psychodynamic, cognitive, and interactionist perspectives.	● Textbook: Chapter - 10, 14 ● *HBR Article:* Teresa M. Amabile, Constance N. Hadley, Steven J. Kramer (2002). Creativity Under the Gun, HBR#: R0208C-PDF-ENG ● *HBSP case:* Teresa M. Amabile

	• Managing workplace creativity • *Exercise*: Six thinking hats	☐ Analyze how creativity and problem-solving can be enhanced under high-pressure situations and identify strategies for managing the challenges. ☐ Develop an understanding of how to foster and manage workplace creativity, including creating a supportive environment, encouraging diverse perspectives, and leveraging resources effectively.	(2008). Creativity under the Gun at Litmus Corporation, HBR#: 808075- PDF-ENG
9	**Understanding Emotions and Developing Emotional Intelligence** • Importance of emotions at work • Understanding emotions, moods, emotional conflict, and stress at work • Ekman's Theory • Role of emotions in workplace behavior: Negative moods, Emotional labor, and Emotional empathy/apathy • Implicit Theories of workplace emotions • Indian theory of emotions • Managing emotions at work, • Developing Emotional intelligence (REBT Model).	After completing this unit, the student shall be able to: ☐ Recognize the importance of emotions in the workplace and their impact on individual and organizational outcomes. ☐ Understand the concepts of emotions, moods, emotional conflict, and stress in the context of work. ☐ Explore the role of emotions in workplace behavior, including the effects of negative moods, emotional labor, and emotional empathy or apathy. ☐ Examine implicit theories of workplace emotions and their implications for understanding and managing emotions effectively. ☐ Gain insights into the Indian theory of emotions and its relevance in the workplace. ☐ Develop strategies for managing emotions at work, including techniques for regulating and expressing emotions appropriately. ☐ Learn about the concept of Emotional Intelligence (EI) and its application in enhancing workplace performance and relationships. ☐ Evaluate the validity of the Emotional Intelligence	• *HBR Article:* Daniel Goleman (2004). What Makes a Leader? HBR #: R0401H-PDF-ENG • *HBSP case:* Atul Teckchandani (2020). PeopleFirst Inc: A Star Employee but a Terrible Manager, HBR#: W20780-PDF-ENG • *Journal Article:* Sy, T., & Van Knippenberg, D. (2021). The emotional leader: Implicit theories of leadership emotions and leadership perceptions. *Journal of Organizational Behavior, 42*(7), 885–912. https://doi.org/10.1002/job.2543 • *Journal Article:* Muchinsky, P. M. (2000). Emotions in the workplace: the neglect of organizational behavior. *Wiley Online Library.* https://doi.org/10.1002/1099-1379(200011)21:7 ☐ *Journal Article:* Locke, E. A. (2005). Why emotional intelligence is an invalid concept. *Journal of*

Indian Institute of Management Sirmaur

	• Is Emotional Intelligence a valid concept? • How to use emotional intelligence for job interview success? • *Exercise*: FACS-Facial Action Coding System & Micro-expressions	concept and its practical implications. ☐ Apply the learning for job interview success	*Organizational Behavior*, 26(4), 425–431. https://doi.org/10.1002/job.318 ☐ *Journal Article:* Fox, S. (2000). Relations of emotional intelligence, practical intelligence, general intelligence, and trait affectivity with interview outcomes: it's not all just 'G.' *Wiley Online Library*. https://doi.org/10.1002/(SICI)1099-1379(200003)21:2
10-11	**Work Motivation** • The nature of motivation, • Need-Based perspectives on motivation, • Process-Based perspectives on motivation, • Motivation and performance: Job design approaches • Goal setting theory • Self determination theory • Work motivation in the Indian context • *Exercise*: Enhancing the motivating potential of a job using job	After completing this unit, the student shall be able to: ☐ Understand the nature of motivation and its significance in the workplace. ☐ Explore need-based perspectives on motivation, including theories such as Maslow's hierarchy of needs and Alderfer's ERG theory. ☐ Examine process-based perspectives on motivation, including expectancy theory and equity theory. ☐ Analyze the relationship between motivation and performance, including the impact of job design approaches on employee motivation. ☐ Study goal-setting theory and its implications for enhancing motivation and performance. ☐ Gain insights into self-determination theory and its application in understanding intrinsic motivation.	• Textbook: Chapters 7, Motivating Behavior, Motivating Behavior with Work and Rewards • *HBR Article:* Frederick Herzberg (2003). One More Time: How Do You Motivate Employees? HBR #: R0301F-PDF-ENG • *HBSP case:* Kirti Sharda (2016). Shivani Carriers Pvt. Ltd.: Managing Employee Motivation at the Bottom of the Pyramid. HBR #: A00034-PDF-ENG • *Ted Talk:* The Puzzle of Motivation" by Dan Pink. Available at: https://www.ted.com/talks/dan_pink_the_puzzle_of_motivation • *Journal Article*: Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal*

		☐ Evaluate work motivation in the Indian context, considering cultural, social, and economic factors that influence employee motivation.	*of Organizational Behavior*, *26*(4), 331–362. https://doi.org/10.1002/job.322
12	**Managing Work Teams** ● Nature of workplace teams and groups ● Differentiating Groups and Teams, ● Team Building Techniques (Burke & Baron, 2012) ● Belbin's team Roles ● Tuckman's model of group development ● Gladstein's Model of Team Effectiveness ● FIRO-B (Fundamental Interpersonal Relations Orientation) ● Managing Team conflicts and unproductive team dynamics ● Promoting Psychological Safety in teams ● *Exercise*: Robber's cave	After completing this unit, the student shall be able to: ☐ Understand the nature of workplace teams and groups and their significance in organizational settings. ☐ Differentiate between groups and teams, recognizing their unique characteristics and purposes. ☐ Explore the concept of a team mindset and learn strategies for fostering individual team players and creating cohesive teams. ☐ Study Belbin's team roles and their application in team dynamics and performance. ☐ Develop skills in managing team conflicts and addressing unproductive team dynamics effectively. ☐ Recognize the importance of promoting psychological safety in teams and explore techniques for creating a safe and inclusive team environment.	● Textbook: Chapter - 8: Work Teams ● *HBR Article:* Amy C. Edmondson, Kathryn S. Roloff (2009). Leveraging Diversity Through Psychological Safety. HBR #: ROT093-PDF-ENG ● *HBSP case:* V Padhmanabhan (2012). Internal Competition - A Curse For Team Performance. HBR#: W12003- PDF-ENG ● *Journal Article:* Bottom, W. P., & Baloff, N. (1994). A diagnostic model for team building with an illustrative application. *Human Resource Development Quarterly*, *5*(4), 317–336. https://doi.org/10.1002/hrdq.3920050404
13-14	**Leadership Foundations** ● Nature of Leadership ● Early approaches to Leadership,	After completing this unit, the student shall be able to: ☐ Understand the nature of leadership and its significance in organizational settings. ☐ Explore early approaches to leadership, including trait theories and behavioral theories.	● Textbook: Chapters – 113: Traditional Leadership Approaches & Contemporary Views of Leadership in Organizations ● *HBR article*: John P. Kotter (2001).

	- Emergence of Situational Leadership (LPC and path Goal Theory) - Contemporary Situational Theories (LMX and Hersey and Blanchard) - Leadership through the eyes of followers (Charismatic and Transformational Leadership) - Emerging concepts: Circadian Leadership, Shared Leadership, Humble Leadership - Indian Approaches to Leadership *Exercise*: Identify your Leadership Potential through Network Analysis	- Examine the emergence of situational leadership theories, such as the LPC (Least Preferred Coworker) and path-goal theory. - Study contemporary situational theories, including LMX (Leader-Member Exchange) theory and the Hersey-Blanchard model. - Gain insights into leadership through the eyes of followers, including charismatic leadership and transformational leadership. - Explore emerging concepts in leadership, such as circadian leadership, shared leadership, and humble leadership. - Examine Indian approaches to leadership and understand cultural influences on leadership styles. - Engage in an exercise to identify personal leadership potential through network analysis.	What Leaders Really Do. HBR #: R0111F-PDF-ENG *HBSP Simulation:* Michael A. Roberto, Amy C. Edmondson (2017). Leadership and Team Simulation: Everest V3. HBR #: 8867-HTM-ENG *HBR Article:* The Real Leadership lessons of Steve Jobs *Journal Article:* Luria, G., Kahana, A., Goldenberg, J., & Noam, Y. (2019). Contextual moderators for leadership potential based on trait activation theory. *Journal of Organizational Behavior*, *40*(8), 899–911. https://doi.org/10.1002/job.2373
15	**Ethical Leadership** - Roots of Leadership ethics and morality - Absolute morality vs. Relative morality of leaders - Attributes of ethical leadership behavior - Factors leading to ethical leadership behavior	After completing this unit, the student shall be able to: - Understand the roots of leadership ethics and morality, exploring the foundations of ethical leadership behavior. - Identify the attributes of ethical leadership and the importance of ethical conduct in leadership roles. - Explore the factors that contribute to ethical leadership behavior, such as personal values, organizational culture, and situational influences. - Study theoretical models of ethical leadership,	- Max H. Bazerman (2020). A New Model for Ethical Leadership. HBR# R2005G-PDF-ENG - Ashok K. Dua, Sumita Rai (2017). Ratan Tata: Ethical Leadership. HBR #: W17258-PDF-ENG - Banks, G. C., Fischer, T., Gooty, J., & Stock, S. G. (2021). Ethical leadership: Mapping the terrain for

	• Theoretical model of Ethical Leadership, • Authentic Leadership • Servant Leadership, • Ethical Leadership in Indian context • *Exercise*: The Necessary Evil	including frameworks that guide ethical decision-making and behavior. ☐ Examine authentic leadership and its connection to ethical leadership, emphasizing the importance of genuineness and transparency. ☐ Gain insights into servant leadership, focusing on the leader's role as a servant to others and promoting the well-being of followers. ☐ Analyze ethical leadership in the Indian context, considering cultural and societal factors that shape ethical behavior and leadership practices.	concept cleanup and a future research agenda. *The Leadership Quarterly*, *32*(2), 101471. https://doi.org/10.1016/j.leaqua.2020.101471 • Brown, M. E., Treviño, L. K., & Harrison, D. G. (2005). Ethical leadership: A social learning perspective for construct development and testing. *Organizational Behavior and Human Decision Processes*, *97*(2), 117–134. https://doi.org/10.1016/j.obhdp.2005.03.002
16	**Building Influence and Power** • Understanding Power and Its bases in Organizations • Pfeffer's 7 Rules of Power • Managing workplace politics • Managing your boss • How to increase your influence: Influence tactics in organizations • Influence tactics and work outcomes • Harnessing organizational politics and Managing Up • *Exercise*: Moscovici's Influence Paradox	After completing this unit, the student shall be able to: ☐ Understand the concept of power and its various bases in organizational settings ☐ Explore Pfeffer's 7 Rules of Power, which provide insights into how power operates in organizations and how individuals can navigate power dynamics effectively. ☐ Gain an understanding of workplace politics and its impact on organizational dynamics ☐ Identify and apply influence tactics in organizations to increase personal and professional influence. ☐ Learn how to navigate political landscapes and leverage political capital. ☐ Develop skills for managing upward relationships, including effectively communicating with	• Textbook: Chapter - 12: Power, Influence, and Politics • HBR Article: Power Play HBSP # R1007G-PDF-ENG • *HBSP Case:* Nour Kteily, Deepak Malhotra, and David Lane (2021). Trouble at Basecamp: Managing Politics, Polarization, and Conflict in the Workplace (A) HBSP#: 922003- PDF- ENG ☐ *Journal Article:* Higgins, C. W., Judge, T. A., & Ferris, G. R. (2003). Influence tactics and work outcomes: a meta-analysis. *Journal of Organizational Behavior*, *24*(1), 89–106. https://doi.org/10.1002/job.181

		superiors, understanding their perspectives, and influencing their decisions.	□ *Magazine Article:* Sarkis, S. (2019, October 28). <u>Senior Executives Are More Likely to Be Psychopaths</u>. Forbes.
17	**Learning Culture and Growth Mindset:** ● Nature of the learning process ● How do executives learn? ● Mindset at Work; Fixed Vs. Growth Mindset ● Dweck's Theory of Mindset ● Creating a culture of learning and growth mindset	After completing this unit, the student shall be able to: □ Understand the nature of the learning process, including the importance of continuous learning and development in the workplace. □ Explore how executives learn and the different approaches they adopt to enhance their knowledge and skills. □ Differentiate between a fixed mindset and a growth mindset, and recognize the impact of mindset on individuals' motivation, resilience, and ability to learn and grow. □ Study Dweck's Theory of Mindset, which highlights the belief that abilities and intelligence can be developed through effort, practice, and learning. □ Learn strategies for creating a culture of learning within organizations, including fostering a growth mindset, promoting continuous improvement, providing learning opportunities, and encouraging knowledge sharing and collaboration.	● *HBR Article:* Carol Dweck, Kathleen Hogan (2016). How Microsoft Uses a Growth Mindset to Develop Leaders, HBSP#: H036U6-PDF-ENG ● *HBSP case:* Herminia Ibarra, Aneeta Rattan, Anna Johnston (2018). Satya Nadella At Microsoft: Instilling A Growth Mindset. HBSP#: LBS128- PDF-ENG ● *Magazine Article:* Dotiwala, F., and Kumra, G. (2014). <u>How executives learn</u>? McKinsey.
18	**Managing Stress, Conflict, Mental Health and Happiness at Work** ● Nature of Stress and Conflict at work ● Stress coping mechanisms	After completing this unit, the student shall be able to: □ Understand the nature of stress and conflict in the workplace, including their causes, impact, and manifestations. □ Explore the stress cycle and General Adaptation Syndrome, gaining insights into how stress affects	● Textbook: Chapter - 5 ● *HBSP case*: V Padhmanabhan (2011). Conflict Management at TKC Consulting HBSP #: 910C30-PDF-ENG

	- Stress Cycle and General Adaptation Syndrome - Nature and management of Interpersonal conflict - Factor creating happy workplace. - Strategies for promoting mental well-being at work	individuals and strategies for managing and coping with stress effectively. ☐ Study the nature and management of interpersonal conflict, including different conflict resolution approaches and techniques for fostering constructive communication and collaboration. ☐ Identify factors that contribute to a happy workplace, such as positive work relationships, work-life balance, meaningful work, and a supportive organizational culture. ☐ Learn strategies for promoting mental well-being at work	*Scientific Article*: Robson, D. (2023). The mental tricks you can use in your lifelong pursuit of happiness. *New Scientist*. https://www.newscientist.com/article/mg25834382-200-the-mental-tricks-you-can-use-in-your-lifelong-pursuit-of-happiness/
19	**Managing Workplace Diversity** - Nature and Levels of Workplace Diversity - Trends in workplace diversity - Benefits of workplace diversity - Diversity issues for managers. - Diversity Management Strategies: Crafting a diversity strategy for your organization.	After completing this unit, the student shall be able to: ☐ Understand the nature and levels of workplace diversity, including demographic, cognitive, and experiential dimensions. ☐ Explore the trends in workplace diversity in a multicultural and global workforce. ☐ Recognize the benefits of workplace diversity, such as increased innovation, creativity, and problem- solving capabilities. ☐ Identify the diversity issues faced by managers, including biases, stereotypes, and barriers to inclusion. ☐ Develop diversity management strategies, including crafting a diversity strategy tailored to their organization's specific needs and goals, fostering inclusion, and promoting a diverse and inclusive work environment.	- Textbook: Relevant Content and Cases on Diversity - HBSP Article: Frank Dobbin, Alexandra Kalev (2016). Why Diversity Programs Fail? HBSP#: R1607C-PDF-ENG *HBSP case*: Romina Mathew, Rajita Singh, Anjali Bhole Desai, Sudhanshu Bhatt (2020). Juhi Warrier: Driving the Diversity Agenda at Revital Pharma Inc.Product #: W20864-PDF-ENG *Journal Article*: O'Leary, J., & Sandberg, J. (2017). Managers' practice of managing diversity revealed: A practice-theoretical account. Journal of Organizational

			Behavior, 38(4), 512–536. https://doi.org/10.1002/job.2132
20	**Integration and Knowledge Sharing**	This would be a concluding lecture aiming to integrate the learnings derived from different topics, cases and other references used in this course. Students will learn to synthesize the concepts learned so far and apply learnings to constantly groom themselves for effective behavioral skills in the group and organizational setting.	● Reflective discussion and knowledge sharing

EVALUATION COMPONENTS

Components	Weightage
Mid-term examination	30%
End term Examination	40%
Quiz	20%
Project/Assignment	10%

Indian Institute of Management Sirmaur

EXPECTATIONS OF PROFESSIONAL ETHICS

Students should adhere to the protocols of academic integrity as laid down in their MBA program manual. Plagiarism, fabrication, deception, cheating, and sabotage are examples of unacceptable academic conduct. Please consult the MBA program manual for the relevant sections.

HOW TO SUCCEED IN THIS COURSE?

This course intends to be an Organizational Behaviour course intending to offer deep insight into individual behavior dynamics in group and organizational settings. Students are recommended to develop an aptitude for reflective reading and think and act like managers to constantly test, verify, and strengthen their learning.

Moreover, students are highly recommended to read the cases/chapters for a given unit in advance for meaningful class participation and imbibing concepts. Students are advised to complete beforehand their case summary sheets and any other pre-class exercise provided by the instructor.

Students should also make reflective notes while personally reading the case and during the classroom discussion of a particular topic. Students are encouraged to discuss their learning goals and personal progress on Course Objectives with the instructor. The instructor may offer stretch goals and challenging assignments, and students should be keen to excel with them individually and in teams.

HOW TO SUCCEED WITH ASSIGNMENTS AND EXAMINATIONS?

The course evaluation includes a diversity of internal, mid-term and end-term examination parameters to assess the assimilation of learning as per the course objectives and structure. Written assignments and examinations are an important part of the course evaluation. Therefore, apart from their presentation and articulation skills, students are highly recommended to improve their writing skills. Management students sometimes underestimate the importance of academic writing skills. The student's written works in this course should be reflective and scholarly.

While submitting typed project reports/assignments, students should follow the guidelines of writing as prescribed by the American Psychological Association (APA, 7th edition). Finally, students should not look at the case in isolation as all cases depict a story centered around a particular theme but touching across many aspects of organizational behaviour. To harness the full potential of their understanding, students should develop a positive self-orientation with an integrative mindset by connecting the learnings from different cases to arrive at a conclusion that balances intuition with logic and research.