

LEADERSHIP & ORGANIZATIONAL BEHAVIOR

MBA School of ZheJiang GongShang University
Xiacheng District – Hangzhou, China
Spring 2013

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Welcome students!

This unit aims at providing a framework to critically evaluate and assess group and team building, development, dynamics, emergent leadership, and performance. The unit is also designed to show application of some of the basic concepts of organizational behavior. These concepts include but are not limited to decision making, personality, organization theory, motivation, job satisfaction, communication, organizational design and culture.

OBJECTIVES

Are you a leader? Do you feel like you are a good leader? You may think that leaders are those special people that are able to let people behave according to their will. Unfortunately, leadership is something written in our DNA. No matter how much effort one may dedicate to it, there is very little we can do to change what mother nature gave us. In this world, there are lucky people who got charisma, are trustworthy, and have all attitudes that make them natural-born leaders while others who simply cannot be that way. Nothing is so pathetic such as non-leaders acting as leaders. You also know that leadership always comes together with roles. A very good example of that is the Queen of England that, for example, is a leader because of her position.

If you agree with just one of the sentences I wrote above, then I delighted to have you with me in this class. Why? Because you are so far detached from what current scientific evidence shows leaders and leadership is that we are going to learn a big deal from this class.

The idea that leadership abilities cannot be learned has a very long tradition in history. Take one of the oldest universities in the world, the University of Salamanca (est. 1218 AD), for example. Its motto is *quod natura non dat, Salamanca non praestat* and it means that the university cannot lend what has not already been provided by nature. At a first and superficial look, this statement is extremely discouraging to student and to faculty as well. The message seems to be that there is nothing you can do if you are born ‘unlucky.’ However, as a second deepest read, the sentence starts to unveil its real meaning. What nature provides is not just physical sets (like DNA). It is also a disposition to learn, the commitment to push oneself to one’s own limits, to explore new knowledge, discover new horizons. In short, it is the willingness to go beyond. Salamanca (and university education in general) cannot produce any surrogate of the willingness to learn, to sacrifice oneself to the uneasy task to take the challenge to expand one’s knowledge. This is, if we take it from very far away, the very essence of leadership: modesty or, put it in a more modern fashion, *know your limits!*

What is leadership? This question has not one but many answers. In this class we will deal with some of the answers that have been given. However, we will always do that trying to stay focused on the practicality of the concept. One of the elements that appear clearly since the beginning and to anyone interested in leadership is that when you have it, you always have followers also. For this simple reason, this class is also about teams. The group context stems out as one of the main variables here. One of the main aims of the course is to focus on the fact that the great leadership stems out from team excellence. And individuals shape the team, and make the leader a bad, good, excellent, or a terrible one – e.g. we know about Socrates because one of his follower, Plato, wrote about his philosophy in the dialogues.

The class cannot be taught if we do not spend some time on basic concepts and ideas of organizational

behavior. For this reason, and together with leadership the class deals also with some of the most applied and significant concepts of the macro area to which leadership refers to.

Intended Learning Outcomes

Having completed this unit the student is expected to:

- Understand and appreciate different roles and structures for groups and teams;
- Determine critical factors affecting group dynamics and performance;
- Demonstrate an understanding of leader-member exchange mechanisms in groups;
- Critically evaluate how teams and groups develop and change;
- Critically appreciate and analyze how decisions are made within groups.

ASSESSMENT

In this unit, you are assessed with an exam that will take place the last day of class. The exam has two sections. Section one is made of 20 multiple choice questions and it accounts for 40% of the grade. Section two is made of short essay questions (similar to those presented in class exercises) and accounts for 60% of the final grade.

This exam is 85% of the grade for the class. The remaining 15% is evaluated with attendance and active participation to the class. The knowledge of written English is not considered while assessing the exam papers.

TENTATIVE COURSE SCHEDULE*

Time	Day	Contents	Indicative Materials
6:00-9:30 PM	Monday, April 1, 2013	<i>Introduction</i> <i>Close encounters of the third kind</i>	Syllabus What is leadership VCM + PoV
6:00-9:30 PM	Tuesday, April 2, 2013	<i>Organizational Behavior & Leadership</i> <i>Personality traits and leadership</i>	#5 (Chapter 2), #8, #9, #17, #18, #20, #23, #31
1:30-5:00 PM	Wednesday, April 3, 2013	<i>Decision making for leadership</i>	#3 (Chapter 1), #6 (Chapter 3, 4), #11
6:00-9:30 PM	Wednesday, April 3, 2013	<i>Levels of leadership: A bit of theory</i> <i>Transformational leadership</i>	#5 (Chapter 9), #10, #12, #13, #14, #32, #43, #49, #51
8:30:12:00	Thursday, April 4, 2013	<i>Teams and groups</i>	#5 (Chapter 8), #16, #19, #22, #25, #34, #36, #39, #40
1:30-5:00 PM	Thursday, April 4, 2013	<i>Overview</i> <i>Exam</i>	

Note: The last column on the right features a number that refers to the list below that includes only book chapters and articles that roughly refer to the concept. Additional information on materials will be provided by Dr Secchi during class time.

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Books

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* The above schedule and contents of this course are subject to change in the event of extenuating circumstances.

Greenleaf.

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Articles & Chapters

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A note on plagiarism

plagiarism n, 1. copying what somebody else has written or taking somebody's else's idea and trying to pass it off as original; 2. something copied from somebody else's work, or somebody else's idea that somebody presents as his or her own.

If I don't provide you with the information related to this definition (Encarta World English Dictionary, 1999) I behave like a plagiarist. A widely accepted academic (and legislative, in some nations) rule states that you must provide written evidence of material used in your work when it belongs to (has been created by) another person. In any case, you want to make sources of information explicit in your work. The reproduction of a single part or of the whole work without any reference to the original author is commonly known as "plagiarism." It constitutes a serious academic offense under BU rules and regulations.