

**Gordon Institute of Business Science
Human Behaviour and Performance in South Africa**

**Extract from the course syllabus with some of the key
readings**

Aspen Faculty Pioneer Awards 2016

Title	Course Name: Human Behaviour and Performance in South Africa
Subject Overview	<p>This is a summary of the core readings from the 2016 programme. The reading list is updated on an annual basis as issues emerge.</p> <p>The purpose of this course is to learn how to bring different people together and drive performance. Performance and inclusion are both crucial goals of management.</p> <p>You will be introduced to a number of academic concepts from the discipline of Organizational Behaviour for understanding organisations in society.</p> <p>You will explore issues related to race, ethnicity, gender and economic status and other ways in which our perceptions of difference impact organisations and society.</p> <p>You will then look at the implications of the above for managing in South African companies, and therefore also for managing successfully in diverse organisations elsewhere.</p>
Textbook	<p>Robbins, S.P. & Judge, T.A. (2015). <i>Organizational Behaviour</i>. 16th Ed., Boston: Pearson.</p> <p>This is one of the most widely prescribed texts on organisational behaviour.</p>
Subject Topic 1	<p>1. PERCEPTIONS – THE BASIS OF BEHAVIOUR</p> <p>Pre Readings</p> <ul style="list-style-type: none"> • Khoza, R. (2012). The Ubuntu Philosophy as a conceptual framework for interpersonal relationships and leadership. • Wilson-Prangley, A. (2015). <i>Thuli Brings Two Companies Together</i>. Gordon Institute of Business Science, University of Pretoria. Will Rent & Build survive the next three months? Should Palesa give Thuli honest feedback or avoid the issue/s for now? <p>(This is a case study written to illustrate the broad dynamics that this course aims to understand.)</p>

<p>Subject Topic 2</p>	<p>2. THE HISTORICAL ROOTS OF BEHAVIOUR IN SA</p> <p>Pre Readings</p> <ul style="list-style-type: none"> • Congress of the People. (1955). <i>The Freedom Charter</i>. Retrieved from http://www.anc.org.za/content/freedom-charter. • Mbeki, T.M. (1996, May 8). <i>Adoption of RSA Constitution Bill – “I am an African”</i>. Retrieved from https://www.youtube.com/watch?v=6lmKFTadTk8 • Law-Viljoen, B. (Ed.). (2006). <i>Light on a hill: Building the constitutional court of South Africa</i>. p 27-32. Johannesburg: David Krut Publishing. • Davidson, M. N. (2002). <i>Primer on Social Identity: Understanding Group Membership</i>. University of Virginia.
<p>Subject Topic 3</p>	<p>3. REFLECTIONS ON HISTORY, IDENTITY AND DIALOGUE.</p> <p>Pre Readings</p> <ul style="list-style-type: none"> • World Economic Forum (2015) <i>Global Competitiveness Report 2015-2016</i>. Geneva. Examine the South African data from the World Highlight the factors for which South Africa is ranked between 1 and 15 in the world and between 126 and 140. What are the implications of this data for managers?
<p>Subject Topic 4</p>	<p>4. INCLUSIVITY</p> <p>Preparation</p> <ul style="list-style-type: none"> • Hogg, M. (2009). From Group Conflict to Social Harmony: Leading across Diverse and Conflicting Social Identities. In Pittinsky T. <i>Crossing the Divide: Intergroup Leadership in a World of Difference</i>. Boston: Harvard Business School Publishing. Is it inevitable that people will separate themselves into groups? How do leaders get different groups to work together? • Pless, N.M. & Maak, T. (2004). Building an Inclusive Diversity Culture: Principles, Processes and Practice. <i>Journal of Business Ethics</i>. 54. 129-147.
<p>Subject Topic 5</p>	<p>5. PERFORMANCE</p> <p>Preparation.</p>

	<ul style="list-style-type: none"> • Hall, R. (Undated). Extract from <i>Psychological Contracts: an introduction to the concept</i>. • Manzoni, J.P. (2002). A Better Way to Deliver Bad News. <i>Harvard Business Review</i>. September 2002. How can we each give and receive better feedback? • Sutherland, M. (2015). <i>Agender</i>. GIBS. University of Pretoria. What is happening below the surface in the case study? What advice would you have for Mamelolo? (This is a case study written to illustrate the broad dynamics that this course aims to understand.) <p>Please note that all students may be asked to comment and ask pertinent questions relating to the presentations of your peers. All students need to do all readings.</p>
<p>Subject Topic 6</p>	<p>6. POWER AND INFLUENCE</p> <p>Prescribed reading and preparation</p> <ul style="list-style-type: none"> • Hill, L. and Lineback, K. (2013). Managing your boss. In <i>HBR Guide to Managing Up and Across</i>. Harvard Business Review Press, USA • Uzzi, B. & Dunlap, S. (2013). Make Your Enemies Your Allies. In <i>HBR Guide to Managing Up and Across</i>. Harvard Business Review Press, USA • Muller, U. and Schafer, U. (2010) <i>Anna Frisch at AESCH AG: Initiating lateral change</i>. ESMT Case study 410-012-1. Were Anna's diagnosis and solution correct for Aesch AG? Why were Anna's ideas not accepted?
<p>Subject Topic 7</p>	<p>7. IPH' INDLELA? FINDING THE WAY FORWARD</p> <p>We integrate the theory on building high performing teams. We will then review the material covered in the course and prepare for the exam. And we will move out of the detail and close off the course together.</p>
<p>Assessment Methodology:</p>	<p>Individual Assignment: Social Identity 20%</p> <p>This assignment is based on the lectures and readings from subject topics 1-3. Write a five-six page assignment (1.5 spacing) at a post-graduate level (i.e. using theory to explain experience) on your historical roots and how they have shaped your current identity.</p>

Syndicate Assignment 30%

In lectures 4, 5 and 6 syndicates will present through theatre on some important elements of the course. These topics will be examined in the exam and hence the presentations will be judged on the amount of learning the class could get from the presentation. You must show familiarity with the suggested reading and other pertinent academic sources on the topic.

Examination: 50%

The exam will be a three hour exam. It will test your understanding of the core concepts and terminology of the course as well as of the readings. It will require you to work on scenarios to show your understanding of how to drive both performance and inclusivity in the workplace.

This is not an open book exam. You will only be allowed to bring in one A3 piece of paper with revision notes on it into the exam.