



PS/MG 322 ORGANIZATIONAL BEHAVIOR: PSYCHOLOGICAL APPROACHES IN A EUROPEAN PERSPECTIVE
IES Abroad Barcelona

DESCRIPTION:

Organizations consist of individuals in relationships that together form a complex system that functions in a particular socio-cultural context. Organizational effectiveness requires much more than technical skills and knowledge. Effectiveness requires that individuals are motivated and work well together. Good management means attention to individual well-being and group dynamics.

With its base in contemporary organizational behavior, this course takes a relational and systemic approach, thematising cultural difference in a European context. The course is specifically intended to focus on the role of individual, relational, and group functioning in the success and failure of organizations. Although innovative product ideas, good financing and marketing plans are important, business success begins and ends with the effective performance of individual employees at all levels, working effectively together as a well-functioning unit. With an eye to relational individual functioning in groups and organizations, this course takes a psychological approach in the context of contemporary organizational theory and research, exploring contemporary developments such as non-hierarchical and agile management. Business success requires the effective application of theory to real-life situations, the capacity to diagnose and to develop an action plan, as well as effective leadership and team-building. To that end, the course will adopt a practical approach, applying theory to practice. Through the readings, discussions, assignments, and experiential activities, the course is designed to help to develop a relational and socially embedded account of individual behavior in organizations.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:

Course-related trips: These are classes on site in which the student has the opportunity to observe and learn about the organizational behavior of businesses in Spain.

Lectures: Lectures provide the students with an opportunity to gain an overview of the course content and to clarify issues.

Class discussion: The aim of class discussions is to facilitate the students' ability to apply the theoretical material to lived experience. They also offer the student the opportunity to argue their views and hear the perspective of other students on selected topics.

Group process activities: Participation in group process activities allows for experiential learning of the "reality" of organizational behavior.

Class leader: Each student co-directs one class during the course. This further allows the student the opportunity to actively engage with theoretical material in order to apply it to specific, concrete situations, as well as to observe group and relational dynamics.

Reader: The reader is compiled of a selection of key academic readings, chosen with the aim of providing a general understanding of the subject matter.

Reading guides: These are provided, where appropriate, to aid the student in focusing on the most relevant information.

Learning logs: Students keep "learning logs" in which they describe and analyze key experiences relevant to the course material. Because we are constantly in contact with organizations (in the broadest sense of the word), the individual, relational, and group aspects of organizational life are part and parcel of our daily life. Students will reflect upon their organizational experiences in the context of the course material.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Midterm exam -20%

- Final exam -25%
- Class participation -10%
- Class presentation -5%
- Group presentation -20%
- Group presentation write-up -10%
- Learning log -10%

Class participation

Students will be expected to participate in class discussions of course material and application of concepts to their observations and experiences.

Class presentation

Students will present the day's topic alone or in pairs with the objective of illustrating and "bringing alive" the topic at hand.

Learning log

Students will write/record a weekly journal in which they reflect upon the issues discussed in class as applied to their own experience.

Group project

The group presentation will describe innovative models for organizations such as Holacracy, specific approaches such as Agile, and/or innovative organizations such as Morning Star or Patagonia.

Group presentation write-up

1000 words, 12pt. double spaced. Students will, individually, analyze the group process involved in the development of the project, applying the relevant concepts from the course.

Midterm and final exam

The exams will be based on case-studies, in which a case will be presented and the student will be required to analyze the situation applying the material studied in class and then develop recommendations for further action.

LEARNING OUTCOMES:

By the end of the course students will be able to:

- Apply the concepts of organizational behavior to the functioning of organizations;
- Describe how individual psychological dynamics such as emotion, motivation, and perception impact an employee's or manager's functioning;
- Analyze how relational processes influence leadership as well as individual and group dynamics
- Outline key components that impact organizational effectiveness
- Compare and contrast organizational behavior in different cultural contexts
- Analyze group processes from experiential and theoretical perspectives
- Explain the impact of both innate and learned individual characteristics (e.g., personality, emotional intelligence), and how these factors do and do not shape behavior
- Analyze and improve the motivation of subordinates and team members
- Diagnose and improve organizational functioning from individual, relational, and group perspectives
- Anticipate and manage dysfunctional interpersonal conflict

ATTENDANCE POLICY:

As a member of our class community, you are expected to be present and on time every day. Attending class has an impact on your learning and academic success. For this reason, attendance is required for all IES Barcelona classes, including course-related excursions. If a student misses more than three classes in any course without justification, 3 percentage points will be deducted from the final grade for every additional absence. Seven unjustified absences in any course will result in a failing grade. Absences will only be justified, and assessed work, including exams, tests and presentations rescheduled, in cases of documented medical or family emergencies.

CONTENT:

Session	Content	Required Reading
Session 1	Introduction	
Session 2	Positive psychology and organizations (19 pages)	- Edmondson, A., & Mortensen, M. (2021). <i>What Psychological Safety Looks Like in a Hybrid Workplace</i>. Harvard Business Review. - Froman, L. (2009). Positive Psychology in the Workplace. <i>Journal of Adult Development</i>, 17(2), 59-69.
Session 3	Personality (17 pages)	University of Minnesota. (2017). Individual Differences, Values and personality. In <i>Organizational Behavior</i> https://ecampusontario.pressbooks.pub/orgbehavior/part/chapter-11-making-decisions/
Session 4	Motivation (10 pages)	Shanks, N. H. (2017). Management and Motivation. In Buchbinder, S.B. & Shanks, N.H. (Eds.). <i>Introduction to Health Care Management</i> (pp-23-35). Jones & Bartlett Publishers
Session 5	Emotional intelligence (13 pages)	- Emmerling, R. J., & Goleman, D. (2003). Emotional intelligence: Issues and common misunderstandings. <i>The Consortium for Research on Emotional Intelligence in Organizations</i>. 1-32. http://www.eiconsortium.org/pdf/EI_Issues_And_Common_Misunderstandings.pdf - Sanchez-Gomez, M., Bresó, E., & Giorgi, G. (2021). Could Emotional Intelligence Ability Predict Salary? A Cross-Sectional Study in a Multioccupational Sample. <i>International Journal of Environmental Research and Public Health</i> Article. https://doi.org/10.3390/ijerph18031322
Session 6	Decision making (31 pages)	University of Minnesota (2017). Making Decisions. In <i>Organizational Behavior</i>. https://ecampusontario.pressbooks.pub/orgbehavior/part/chapter-11-making-decisions/
Session 7	Non-hierarchical organizations (32 pages)	- Laloux, F. (2015). The Future of Management is Teal. <i>Strategy + Business</i>. https://www.strategy-business.com/article/00344?gko=10921 - Slade, S. (2018). Why go horizontal? In <i>Going horizontal: Creating a non-hierarchical organization, one practice at a time</i> (pp. 7-22). Berrett-Koehler Publishers

Session 8	Stress and coping (15 pages)	University of Minnesota. (2017). Managing Stress and Emotions. In <i>Organizational Behavior</i> [https://ecampusontario.pressbooks.pub/orgbehavi/or/part/chapter-11-making-decisions/]
Session 9	Culture in the workplace (32 pages)	Mendez, D. (2013). <i>Cultural Analysis Toolkit</i>, The University of Texas at Austin.
Session 10	Race (24 pages)	- McDonald, K. (2020). You're Not Racist but You Have Blindspots. In McNair, T. B., Bensimon, E. M., & Malcom-Piqueux, L. (Eds.). <i>From equity talk to equity walk: Expanding practitioner knowledge for racial justice in higher education</i>. John Wiley & Sons. - Hecht, B. (2020). <i>Moving Beyond Diversity Toward Racial Equity</i>. Harvard Business Review
Session 11	Gender (15 pages)	- Yagüe-Perales, R., Pérez-Ledo, P., & March-Chordà, I. (2021). Analysing the impact of the glass ceiling in a managerial career: The case of Spain. <i>Sustainability</i> (Basel, Switzerland), 13(12), 6579. https://doi.org/10.3390/su13126579 - Wheeler, M. & Sojo, V. (2017). Unconscious bias is keeping women out of senior roles, but we can get around it. <i>The Conversation</i>. https://theconversation.com/unconscious-bias-is-keeping-women-out-of-senior-roles-but-we-can-get-around-it-73518
Session 12	Mid-term review	
Session 13	Organizational consultation (20 pages)	Anderson, H., & Burney, J.P. (1997). Collaborative inquiry: A postmodern approach to organizational consultation. <i>Human Systems: The Journal of Systemic Consultation and Management</i>. https://www.taosinstitute.net/files/Content/5692909/CollabInquiry.pdf (20 pages)
Session 14	Organizations in Spain. <i>Guest lecture or course-related trip, TBA.</i>	
Session 15	Groups and teams (18 pages)	Duhigg, J. (2016). What Google Learned from Its Quest to Build the Perfect Team. <i>New York Times</i>. https://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html

		University of Minnesota. (2010). Groups and Teams. In <i>Principles of Management</i>. https://open.lib.umn.edu/principlesmanagement/part/chapter-13-managing-groups-and-teams/
Session 16	Conflict (22 pages)	- Levi, D. (2007). Managing conflict. In Levi, D. <i>Group dynamics for teams</i>. Los Angeles: Sage (pp. 112-128). - Angelova, M (2017). Conflict management during the process of organizational change. <i>KSI Transactions on Knowledge Society</i>, X (1) 14-19.
Session 17	Ethics and values (19 pages)	Revutska, O., & Maršíková, K. (2021). Agile Approach in Human Resource Management: Focus on Generation Y. <i>E&M Economics and Management</i>, 24(2), 65–83. https://doi.org/10.15240/tul/001/2021-2-005.
Session 18	Leadership and power (30 pages)	- Levi, D. (2007). Power and social influence. In D. Levi, <i>Group dynamics for teams</i> (pp. 129-146). Sage. - Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. <i>The Leadership Quarterly</i>, 16(3), 315–338
Session 19	Cultural intelligence (20 pages)	- Meyer, E. (2017). <i>Being the Boss in Brussels, Beijing and Boston</i>. Harvard Business Review - Paiuc, D. (2021). The Impact of Cultural Intelligence on Multinational Leadership: A Semantic Review. <i>Management Dynamics in the Knowledge Economy</i>, 9(1), 81–93. https://doi.org/10.2478/mdke-2021
Session 20	Non-hierarchical organizations II (23pages)	Lee, M.Y. & Edmondson A.C. (2017). Self-managing organizations: Exploring the limits of less hierarchical organizing, <i>Research in Organizational Behavior</i>, 37, 35-58.
Session 21	Global virtual teams (9 pages)	Zander, L., Zetting, P., & Mäkelä, K. (2013). Leading global virtual teams to success. <i>Organizational Dynamics</i>, 42(3), 228–237.
Session 22	Class presentations	
Session 23	Class presentations	
Session 24	Final review	

Final Exam

COURSE-RELATED TRIPS: TBC

REQUIRED READINGS:

- Anderson, H., & Burney, J.P. (1997). Collaborative inquiry: A postmodern approach to organizational consultation. *Human Systems: The Journal of Systemic Consultation and Management*. <https://www.taosinstitute.net/files/Content/5692909/CollabInquiry.pdf>
- Angelova, M (2017). Conflict management during the process of organizational change. *KSI Transactions on Knowledge Society*, X (1) 14-19.
- Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *The Leadership Quarterly*, 16(3), 315–338
- Duhigg, J. (2016). What Google Learned from Its Quest to Build the Perfect Team. *New York Times*. <https://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html>
- Edmondson, A., & Mortensen, M. (2021). *What Psychological Safety Looks Like in a Hybrid Workplace*. Harvard Business Review.
- Emmerling, R. J., & Goleman, D. (2003). Emotional intelligence: Issues and common misunderstandings. *The Consortium for Research on Emotional Intelligence in Organizations*.
- Froman, L. (2009). Positive Psychology in the Workplace. *Journal of Adult Development*, 17(2), 59-69.
- Hecht, B. (2020). *Moving Beyond Diversity Toward Racial Equity*. Harvard Business Review
- Laloux, F. (2015). The Future of Management is Teal. *Strategy + Business*. <https://www.strategy-business.com/article/00344?gko=10921>
- Lee, M.Y. & Edmondson A.C. (2017). Self-managing organizations: Exploring the limits of less hierarchical organizing, *Research in Organizational Behavior*, 37, 35-58.
- Levi, D. (2007). Managing conflict. In D. Levi, *Group dynamics for teams* (pp. 112-128). Sage.
- Levi, D. (2007). Power and social influence. In D. Levi, *Group dynamics for teams* (pp. 129-146). Sage.
- McDonald, K. (2020). You're Not Racist but You Have Blindspots. In McNair, T. B., Bensimon, E. M., & Malcom-Piqueux, L. (Eds.). *From equity talk to equity walk: Expanding practitioner knowledge for racial justice in higher education*. John Wiley & Sons.
- Mendez, D. (2013). *Cultural Analysis Toolkit*, The University of Texas at Austin.
- Meyer, E. (2017). *Being the Boss in Brussels, Beijing and Boston*. Harvard Business Review
- Paiuc, D. (2021). The Impact of Cultural Intelligence on Multinational Leadership: A Semantic Review. *Management Dynamics in the Knowledge Economy*, 9(1), 81–93.
- Revutska, O., & Maršíková, K. (2021). Agile Approach in Human Resource Management: Focus on Generation Y. *E&M Economics and Management*, 24(2), 65–83. <https://doi.org/10.15240/tul/001/2021-2-005>.
- Sanchez-Gomez, M., Bresó, E., & Giorgi, G. (2021). Could Emotional Intelligence Ability Predict Salary? A Cross-Sectional Study in a Multioccupational Sample. *International Journal of Environmental Research and Public Health* Article. <https://doi.org/10.3390/ijerph18031322>
- Shanks, N. H. (2017). Management and Motivation. In Buchbinder, S.B. & Shanks, N.H. (Eds.). *Introduction to Health Care Management* (pp-23-35). Jones & Bartlett Publishers
- Slade, S. (2018). Why go horizontal? In *Going horizontal: Creating a non-hierarchical organization, one practice at a time* (pp. 7-22). Berrett-Koehler Publishers.
- University of Minnesota (2017). Making Decisions. In *Organizational Behavior*. <https://ecampusontario.pressbooks.pub/orgbehavior/part/chapter-11-making-decisions/>
- University of Minnesota. (2017). Individual Differences, Values and personality. In *Organizational Behavior* <https://ecampusontario.pressbooks.pub/orgbehavior/part/chapter-11-making-decisions/>
- University of Minnesota. (2017). Managing Stress and Emotions. In *Organizational Behavior* <https://ecampusontario.pressbooks.pub/orgbehavior/part/chapter-11-making-decisions/>
- University of Minnesota. (2010). Groups and Teams. In *Principles of Management*. <https://open.lib.umn.edu/principlesmanagement/part/chapter-13-managing-groups-and-teams/>

- Wheeler, M. & Sojo, V. (2017). Unconscious bias is keeping women out of senior roles, but we can get around it. *The Conversation*. <https://theconversation.com/unconscious-bias-is-keeping-women-out-of-senior-roles-but-we-can-get-around-it-73518>
- Yagüe-Perales, R., Pérez-Ledo, P., & March-Chordà, I. (2021). Analysing the impact of the glass ceiling in a managerial career: The case of Spain. *Sustainability* (Basel, Switzerland), 13(12), 6579. <https://doi.org/10.3390/su13126579>
- Zander, L., Zettinig, P., & Mäkelä, K. (2013). Leading global virtual teams to success. *Organizational Dynamics*, 42(3), 228–237.

RECOMMENDED READINGS:

- Barling, J. & Cooper, C.L. (Eds.). (2008). *The Sage Handbook of Organizational Behavior*. Sage.
- Carleson, A. (2006). Organizational Becoming as Dialogic Imagination of Practice: The Case of the Indomitable Gauls. *Organization Science*, 17(1) 132-149.
- Cunliffe, A.L. (2002). Managers as practical authors. Reconstructing our understanding of management practice. *Journal of Management Practice*, 38(3) 351-371.
- Fineman, S. (2003). *Understanding emotion at work*. Sage.
- Fletcher, J.K. (2001). *Disappearing Acts: Gender, Power, and Relational Practice at Work*. MIT Press.
- Francesco, A.M. & Gold, B.A. (2005). *International organizational behaviour*. Upper Saddle River. Prentice Hall.
- Gergen, K.J. (1996). Organizational science in a postmodern context. *Journal of Applied Behavioural Science*, 1996, 32, 356-378.
- Gergen, K.J. (2009). *Relational being: Beyond self and community*. Oxford University Press.
- Greenberg J. & Baron, R. (2008). *Behaviour in organizations*. (Ninth Edition) Upper Saddle River, NJ: Pearson Education/Prentice Hall.
- Hartell, C. & Ashkanasy, N.M. (eds.). (2005). *Emotions in organizational behaviour*. Lawrence Erlbaum.
- Hosking, D. (2006). Discourses of relations and relational processes. In O. Kyriakidou & M. Özbilgin (Eds.), *Relational perspectives in organizational studies: A research companion* (pp. 265-277). Cheltenham, UK: Edward Elgar.
- Levine, Edward L. Emotion and power (as social influence): Their impact on organizational citizenship and counterproductive individual and organizational behaviour. *Human Resource Management Review*, 20(1) 4-17.
- van Knippenberg, D. & Hogg, M.A. (eds.). (2004). *Leadership and power: Identity processes in groups and organizations*. Sage.
- Schluter, M., Lee, D.J. (2010) Relational thinking in *The relational manager* (pp. 16-40). Oxford: Lion Hudson
- Wheelan, S. A. (1994). *Group processes: A developmental perspective*. Allyn & Bacon.