



**MG PS 322 ORGANIZATIONAL BEHAVIOR: PSYCHOLOGICAL APPROACHES IN A
EUROPEAN PERSPECTIVE**
IES Abroad Madrid

DESCRIPTION:

Organizations consist of individuals in relationships that together form a complex system that functions in a particular socio-cultural context. We can state that 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, thematizing 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. Innovative product ideas, good financing and marketing plans are important, but 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. 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

METHOD OF PRESENTATION:

- 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.
- Class presentation: 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% |

Midterm and Final Exams:

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.

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.

Group presentation:

The group presentation will describe innovative models for organizations.

Group Presentation Write-up

Students will, individually, analyze the group process involved in the development of the project, applying the relevant concepts from the course.

Learning log:

Every two weeks, students will write a journal in which they reflect upon the issues discussed in class as applied to their own experience.

Course Element:

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 **mandatory for all IES Madrid classes**, including course-related excursions. Absences will only be excused in cases of documented medical or family emergencies. Any assessed work, including exams, tests, and presentations, will be rescheduled if the absence is justified; otherwise, it will be graded as 0. You are allowed a maximum of 1 unexcused absence for once-a-week courses and 2 unexcused absences for twice-a-week courses. Each additional absence will deduct 5 points from your final grade. **Accumulating 7 or more absences in twice-a-week courses, or 4 or more in once-a-week courses, may lead to a failing grade.** Students arriving more than 11 minutes after the scheduled start time will be marked as 'late.' Three 'late' arrivals will be counted as 1 absence. Any student arriving 30 minutes or more after the scheduled start time will be marked as 'absent.' For more information, please refer to the full [Attendance and Punctuality Policy](#) document.

CONTENT:

Session	Content	Required reading:
Session 1	Introduction: • Overview • Reviewing the calendar • Organizing teams	
Session 2	Positive psychology and organizations	• Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. <i>American Psychologist</i>, 55(1), 5-14. available online at http://www.ppc.sas.upenn.edu/apintro.htm • Froman, L. (2009). Positive Psychology in the Workplace. <i>Journal of Adult Development</i>, 17(2), 59-69. EBSCO. • The wheel of life
Session 3	Personality	• Barrick, M. R., & Mount, M. K. (2005). Yes, Personality Matters: Moving on to More Important Matters, <i>Human Performance</i>, 18(4), 359-372. available online at https://umdrive.memphis.edu/tdryan/public/SLC7321/Personality%20Articles/Barrick%20Mount%20Personality%20matters.pdf • Neubert, S. & commentaries (2004). The five- factor model of personality in the workplace. Available online at: http://www.personalityresearch.org/papers/neubert.html
Session 4	Motivation	Shanks, Nancy H. "Chapter 3." <i>Management and Motivation</i> . In Buchbinder, S.B. & Shanks, N.H. <i>Introduction to Health Care Management</i> . Burlington, MA: Jones and Bartlett. 23-35.

Session 5	Emotional intelligence	• Emmerling, R. J., & Goleman, D. (2003). Emotional intelligence: Issues and common misunderstandings. <i>The Consortium for Research on Emotional Intelligence in Organizations</i> (pp. 1-32). Available online at http://www.eiconsortium.org/pdf/EI_Issues_And_Common_Misunderstandings.pdf
Session 6	Decision making	• Milkman, K. L., Chugh, D. & Bazerman, M. H. (2009). How can decision making be improved? <i>Perspectives Psych. Sci.</i> 4(4) 379–383. available at http://www.hbs.edu/research/pdf/08-102.pdf • Sadler-Smith, E. & Shefy, E. The intuitive executive: Understanding and applying “gut feel” in decision making. <i>Academy of Management Executive</i>, 2004, Vol. 18, No. 4, pp. 76-91.
Session 7	Non-hierarchical organizations	• Laloux, F. (2014). Ch. 1.1 Emergence of a new organizational model. In <i>Reinventing organizations. A guide to creating organizations inspired by the next stage of human consciousness</i>. Nelson Parker: Brussels. (pp. 1-9). • Laloux, F. (2014). Ch. 1.2. About stages development. In: <i>Reinventing A guide to creating organizations inspired by the next stage of human consciousness</i>. Nelson Parker: Brussels (pp. 13-36).
Session 8	Stress and coping	• Arden, J.B. (2002). Stressed at work in J.B. Arden, surviving job stress: How to overcome workday pressures. Franklin Lakes, NJ: Career Press. (pp. 9-16). • Arden, J.B. (2002). What is stress? In J. B. Arden, surviving job stress: How to overcome workday pressures. Franklin Lakes, NJ: Career Press (pp. 17- 21). • Arden, J.B. (2002). Making an attitude adjustment in J.B. Arden, surviving job stress: How to overcome workday pressures. Franklin Lakes, NJ: Career Press (pp. 171-177). • Connor-smith, J. K., & Calvete, E. (2004). Cross- cultural equivalence of coping and involuntary responses to stress in Spain and the United States. <i>Anxiety, Stress & Coping</i>, 17(2), 163-185. EBSCO.
Session 9	Culture in the workplace	• Mendez, D. (2013). Cultural Analysis Toolkit, The University of Texas at Austin. Read pp. 1-33.

Session 10	Race & Gender	• Pearson, A. R., Dovidio, J. F. and Gaertner, S. L. (2009), The Nature of Contemporary Prejudice: Insights from Aversive Racism. Social and Personality Psychology Compass, 3: 314–338. • Bark, A. S. H., Escartín, J., & van Dick, R. (2014). Gender and leadership in Spain: A systematic review of some key aspects. Sex Roles, pp. 1-16.
Session 11	Guest lecture or Group work	
Session 12	Midterm review	
Session 13	MIDTERM EXAM	
Session 14	Organizational consultation Performance & Potential	• Anderson, H., & Burney, J.P. (1997). Collaborative inquiry: A postmodern approach to organizational consultation. Human Systems: The Journal of Systemic Consultation and Management. http://www.taosinstitute.net/manuscripts-for-downloading
Session 15	Groups and teams	• Bateman, A. (1990). Teambuilding: Developing a Productive Team: 1-9. [Online]. Available: www.ianr.unl.edu/pubs/misc/cc352.htm#e_ytd • Blair, G. M. (n.d.). Groups that Work.: 1-9. [Online]. Available: www.see.ed.ac.uk/~gerard/Management/art0.html • Duhigg, J. (2016). What Google Learned from Its Quest to Build the Perfect Team. New York Times.

Session 16	Conflict & Negotiation	• Levi, D. (2007). Managing conflict. In Levi, D. Group dynamics for teams. Los Angeles: Sage (pp. 112-128).
Session 17	Ethics & values	• Knoppen, D., Dolan, S. L., Díez-Piñol, M. & Bell, R. (2006). A triangulation analysis of value congruency in corporate Spain: American dream or Spanish reality? The International Journal of Human Resource Management, 17(3), 539-558.
Session 18	Leadership & power	• Levi, D. (2007). Power and social influence. In D. Levi, Group dynamics for teams. Los Angeles: Sage (pp. 129-146). • 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. doi:10.1016/j.leaqua.2005.03.001
Session 19	Cultural intelligence	• Ang, S., Van Dyne, L., & Tan, M.L. (2011). Cultural intelligence. In R.J. Sternberg & S.B. Kaufman (Eds.), Cambridge Handbook on Intelligence, New York: Cambridge University Press (pp. 582-602).
Session 20	Global virtual teams	• Zander, L., Zettinig, P., & Mäkelä, K. (2013). Leading global virtual teams to success. Organizational Dynamics, 42(3), 228–237.
Session 21	Final review	

Session 22	Class presentations	
Session 23	Class presentations	
Session 24	FINAL EXAM	

* The content of this program is subject to changes, extensions or omissions according to the pace and needs of the students.

COURSE RELATED TRIPS:

None

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*. <http://www.taosinstitute.net/manuscripts-for-downloading> (20 pages).
- Ang, S., Van Dyne, L., & Tan, M.L. (2011). Cultural intelligence. In R.J. Sternberg & S.B. Kaufman (Eds.), *Cambridge Handbook on Intelligence*, New York: Cambridge University Press (pp. 582-602) (20 pages).
- Arden, J.B. (2002). Making an attitude adjustment in J.B. Arden, surviving job stress: How to overcome workday pressures. Franklin Lakes, NJ: Career Press (pp. 171-177). (6 pages).
- Arden, J.B. (2002). Stressed at work in J.B. Arden, surviving job stress: How to overcome workday pressures. Franklin Lakes, NJ: Career Press. (pp. 9-16). (7 pages).
- Arden, J.B. (2002). What is stress? In J. B. Arden, surviving job stress: How to overcome workday pressures. Franklin Lakes, NJ: Career Press (pp. 17-21). (4 pages).
- 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. (23 pages) doi: 10.1016/j.leaqua.2005.03.001
- Bark, A. S. H., Escartín, J., & van Dick, R. (2014). Gender and leadership in Spain: A systematic review of some key aspects. *Sex Roles*, 1-16. (15 pages).
- Barrick, M. R., & Mount, M. K. (2005). Yes, Personality Matters: Moving on to More Important Matters, *Human Performance*, 18(4), 359-372. (13 pages).
- Bateman, A. (1990). Teambuilding: Developing a Productive Team: 1-9. [Online].

Available: www.ianr.unl.edu/pubs/misc/cc352.htm#eytd (8 pages).

- Blair, G. M. (n.d.). Groups that Work.: 1 - 9. [Online]. Available: www.see.ed.ac.uk/~gerard/Management/art0.html (8 pages).
- Connor-smith, J. K., & Calvete, E. (2004). Cross-cultural equivalence of coping and involuntary responses to stress in Spain and the United States. *Anxiety, Stress & Coping*, 17(2), 163-185. (22 pages).
- Duhigg, J. (2016). What Google Learned from Its Quest to Build the Perfect Team. New York Times.
- Emmerling, R. J., & Goleman, D. (2003). Emotional intelligence: Issues and common misunderstandings. *The Consortium for Research on Emotional Intelligence in Organizations* (pp. 1-32). (31 pages).
- Froman, L. (2009). Positive Psychology in the Workplace. *Journal of Adult Development*, 17(2), 59-69. (10 pages).
- Knoppen, D., Dolan, S. L., Díez-Piñol, M. & Bell, R. (2006). A triangulation analysis of value congruency in corporate Spain: American dream or Spanish reality? *The International Journal of Human Resource Management*, 17(3), 539-558 (19 pages).
- Laloux, F. (2014). Ch. 1.1 Emergence of a new organizational model. In *Reinventing organizations. A guide to creating organizations inspired by the next stage of human consciousness*. Nelson Parker: Brussels. (pp. 1-9). (8 pages).
- Laloux, F. (2014). Ch. 1.2. About stages development. In: *Reinventing A guide to creating organizations inspired by the next stage of human consciousness*. Nelson Parker: Brussels (pp. 13-36) (23 pages).
- Laloux, F. (2014). Ch. 1.3. Evolutionary-Teal. In: *A guide to creating organizations inspired by the next stage of human consciousness*. Nelson Parker: Brussels (pp. 43-51) (8 pages).
- 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*. Los Angeles: Sage (pp. 112-128). (16 pages).
- Levi, D. (2007). Managing conflict. In Levi, D. *Group dynamics for teams*. Los Angeles: Sage (pp. 112- 128).
- Levi, D. (2007). Power and social influence. In D. Levi, *Group dynamics for teams*. Los Angeles: Sage (pp. 129-146). (17 pages)
- Mendez, D. (2013). *Cultural Analysis Toolkit*, The University of Texas at Austin. (32 pages).
- Milkman, K. L.; Chugh, D., & Bazerman, M.H. (2009). How can decision making be improved?
- *Perspectives Psych. Sci.* 4(4) 379–383. (4 pages).
- Neubert, S. & commentaries (2004). The five-factor model of personality in the workplace. Available online at: <http://www.personalityresearch.org/papers/neubert.html>
- Pearson, A. R., Dovidio, J. F. and Gaertner, S. L. (2009), The Nature of Contemporary Prejudice: Insights from Aversive Racism. *Social and Personality Psychology Compass*, 3: 314–338.
- Sadler-Smith, E. & Shefy, E. The intuitive executive: Understanding and applying “gut feel” in decision making. *Academy of Management Executive*, 2004, Vol. 18, No. 4, 76-91 (15 pages).
- Sadler-Smith, E. & Shefy, E. The intuitive executive: Understanding and applying “gut feel” in decision making. *Academy of Management Executive*, 2004, Vol. 18, No. 4, 76-91 (15 pages).
- Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55(1), 5-14. (9 pages).
- Shanks, Nancy H. "Chapter 3." *Management and Motivation*. In Buchbinder, S.B. & Shanks, N.H. *Introduction to Health Care Management*. Burlington, MA: Jones and Bartlett. 23-35. (12 pages).
- Zander, L., Zettinig, P., & Mäkelä, K. (2013). Leading global virtual teams to success. *Organizational Dynamics*, 42(3), 228–237. (9 pages).

RECOMMENDED READING:

- Barling, J. & Cooper, C.L. (Eds.). (2008). *The Sage Handbook of Organizational Behavior*. Los Angeles: Sage.
- Carleson, A. (2006). Organizational Becoming as Dialogic Imagination of Practice: The Case of the Indomitable Gauls. *Organization Science*, 17(1). pp. 132-149.
- Cunliffe, A.L. (2002). Managers as practical authors. Reconstructing our understanding of management practice. *Journal of Management Practice*, 38(3). pp. 351-371.
- Fineman, S. *Understanding emotion at work*. Thousand Oaks: Sage.

- Fletcher, J.K. (2001). *Disappearing Acts: Gender, Power, and Relational Practice at Work*. Cambridge, MA: MIT Press.
- Francesco, A.M. & Gold, B.A. (2005). *International organizational behavior*. Upper Saddle River, NJ: Prentice Hall.
- Gergen, K.J. (1996). Organizational science in a postmodern context. *Journal of Applied Behavioral Science*, 1996, 32, 356-378.
- 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. (12 pages).
- Levine, Edward L. Emotion and power (as social influence): Their impact on organizational citizenship and counterproductive individual and organizational behavior. *Human Resource Management Review*, Mar 2010, Vol. 20 Issue 1, p4-17 (13 pages).
- van Knippenberg, D. & Hogg, M.A. (eds.). (2004). *Leadership and power: Identity processes in groups and organizations*. London: Sage.
- Schluter, M., Lee, D.J. (2010) Relational thinking in *The relational manager*. Oxford: Lion Hudson (pp. 16-40) (24 pages)
- Wheelan, S.A. *Group processes: A developmental perspective*. New York: Allyn and Bacon.