



MG/IB/IM 302 MANAGING BEHAVIOR IN ORGANIZATIONS

IES Abroad ROME

DESCRIPTION:

The course focuses on the essential concepts and practices of organizational behavior examining the challenges of managing human behavior in different workplace settings. Students are enhanced in their understanding of organizations as systems and are sustained in their critical thinking development about key contemporary organizational issues such as change, leadership, work related stress and the dynamics of conflicts, diversity, post-pandemic consequences. The course facilitates an “hands-on” student experience through real cases scenarios, class debates, and simulations related to North American and European private companies and public sector services. For this reason, students are involved into an immersive learning experience; more specifically, each week is structured into two parts: session 1 – named *Theory highlights* – provides an overview of theoretical concepts; session 2 – named *Lab* – involves different interactive class activities to apply previously covered theoretical concepts.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

METHOD OF PRESENTATION:

- Frontal lectures
- Classroom simulation
- Group and single work
- Class discussions and class debate

REQUIRED WORK AND FORM OF ASSESSMENT:

- Participation 10%
- Class discussions, class debate – 25%
- Midterm exam: group report based on lectures and complementary reading- 35%
- Final exam, based on lectures and complementary reading - 30%

Class discussions, class debate and group student presentation

Class discussions: Students are assessed according to their proactive attitude during classes; in particular, their contribution to lab activities is highly valuable;

Class debate: students prepare for both a pro and cons position for the Lab class on leadership (more detailed information will be provided in the due course). During this lab two teams will state their arguments. The other students will contribute differing remarks and suggestions for an active and well-prepared class discussion. The number of teams depends on the number of students attending the course.

Evaluation criteria for this assignment are based on: 1) Content: structure, rebuttal, examples, intro, signposting; 2) Style: body language, eye contact, tone of voice; 3) Strategy: clear identification of the most important issues and allocated time to each of them according to their overall significance.



Midterm exam: group report.

The report is a group assignment involving a reflection on the organizational culture of a company selected by the students (either private or public service). The report must be of maximum 2500 words. The structure of the report should be as follows: 1.

Introduction

2. Organizational culture
3. Management style
4. Strengths and weakness
5. Conclusions

Evaluation criteria for this assignment:

Organization: how the Information is organized with well-constructed paragraphs and subheadings. *Amount*

and quality of information: whether all topics are addressed effectively

Paragraph construction: whether all paragraphs include introductory sentence, explanations, or details, and concluding sentence.

Spelling and grammar: whether the spelling and grammar are accurate

Sources: whether sources are adequately cited

(Additional information will be provided during the first day of class)

Final Exam

Written in class exam of 1 hour with three open questions related to any topic covered during the course. Students are assessed against the following criteria:

1. Understanding of the topic;
2. Displaying critical thinking;
3. Having a clear, well structured, and organized argument with relevant information;
4. Language conforming to academic style

LEARNING OUTCOMES:

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

- Knowledge of the relevant theories and essential organizational behavior concepts;
- Understanding of organizational behavior at the individual, group and system level;
- Familiarity with the roots and foundations of current critical management issues and modern management practices across different contexts;
- Understanding of the newest developments in organizational culture and policies (psychological safety, work-related stress, traumatized organizations);
- Awareness of the key knowledge, skills and abilities required to successfully lead organizations and to manage group dynamics/employee engagement.
- The ability to discuss and interpret diversity, inclusion, and marginalization across private companies, health and social care services.

ATTENDANCE POLICY:

Students are expected to be responsible for their own class attendance and to give academic responsibilities priority over other activities. Regular class attendance is mandatory. For physical and mental health reasons, IES Abroad Rome allows a maximum of THREE (3) absences in each Italian language course, TWO (2) absences in each Area Studies course, and ONE (1) absence in each Seminar course. Every absence beyond this allowance will automatically result in a penalty of 2 percentage points off the final grade. SEVEN (7) absences will result in a failing grade in Italian language and Area Studies courses. FOUR (4) absences will result in a failing grade in Seminar courses. Failure to attend a scheduled exam, test, quiz, or presentation will automatically result in an F grade on that assessment.

COURSE CONTENT:

Session	Content	Assignments and Readings ¹
Session 1 <i>Theoretical highlights</i>	The study of managing behavior in organizations: - Organizational behavior and organizational theories - Relevant theories; - Individual, group and organizational levels of behaviors	
Session 2 <i>Lab</i>	The case of “Junction Hotel”: Key underlying themes in the study of organizational behavior by reflecting on the Junction Hotel	- King, D., & Lawley, S. (2022). <i>Organizational behaviour</i>. 4th Edition. Oxford University Press. Chapt 1. (RE) - Instructor annotated synthesis n. 1 (RE) - The Junction Hotel Initial Fact Finding Report (RE) - Grewatsch, S., Kennedy, S., & Bansal, P. (2021). Tackling wicked problems in strategic management with systems thinking. <i>Strategic Organization</i>, 14761270211038635. (REC)
Session 3 <i>Theoretical highlights</i>	Organizational Structures and cultures - Structures of organizations and their influence on management; - Organizational culture and organizational climate	- King, D., & Lawley, S. (2022). <i>Organizational behavior</i>. 4th Edition. Oxford University Press. Chapt 7. (RE) - Bolman, I. G., & Deal, T. E. (). <i>Reframing organizations</i>. 7th Edition. Jossey Bass. Chapters: 3 and 4 (RE)
Session 4 <i>Lab</i>	Guided reflection on the role of culture in organizational behavior: Exploration of Netflix culture and consequences on employee engagement	www.youtube.com/watch?v=7O87hhyLa9U
Session 5 <i>Theoretical Highlights</i>	Personality and Individual differences - Nomothetic and ideographic approaches to Personality - Personality assessment in the recruitment process and career development - Dysfunctional personalities in the workplace	- Boddy, C. R. (2017). Psychopathic leadership a case study of a corporate psychopath CEO. <i>Journal of Business Ethics</i>, 145(1), 141-156. (RE) - King, D., & Lawley, S. (2022). <i>Organizational behavior</i>. 4th Edition. Oxford University Press. Chapt 7. (RE) - Spain, S. M., Harms, P., & LeBreton, J. M. (2014). The dark side of personality at work. <i>Journal of organizational behavior</i>, 35(S1), S41-S60. (RE)

¹ RE = Required; REC = Recommended.

Session 6 <i>Lab</i>	Guided critical review of assessing personality in the workplace: Development and structure of BIG-5 Personality Inventory	
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	- Scoring - Use of BIG-5 in the workplace	
Session 7 <i>Theoretical highlights</i>	Lead and leading processes - Overview of classical and modern leadership theories - Leadership styles - Emotional intelligence and leadership - Current challenges for leaders in public and private sectors	- Amanchukwu, R. N., Stanley, G. J., & Ololube, N. P. (2015). A review of leadership theories, principles and styles and their relevance to educational management. <i>Management</i>, 5(1), 6-14. (RE) - Groves, K. S., & Feyerherm, A. E. (2022). Developing a leadership potential model for the new era of work and organizations. <i>Leadership & Organization Development Journal</i>, (ahead-of-print). - Uhl-Bien, M., & Arena, M. (2018). Leadership for organizational adaptability: A theoretical synthesis and integrative framework. <i>The leadership quarterly</i>, 29(1), 89-104. (REC) - Uslu, O. (2019). A general overview to leadership theories from a critical perspective. (REC)
Session 8 <i>Lab</i>	Class debate: - Debate question implies the formation of teams discussing pros and cons of emotional intelligence in top management positions - Additional instructions about the debate will be provided	Video: - Bill Gates: www.youtube.com/watch?v=QzftbBq42i8&t=53s Papers: - Dasborough, M. T., Ashkanasy, N. M., Humphrey, R. H., Harms, P. D., Credé, M., & Wood, D. (2022). Does leadership still not need emotional intelligence? Continuing "The Great EI Debate". <i>The Leadership Quarterly</i>, 33(6), 101539. (RE) - Kumar, A. (2022). The Impact of Emotional Intelligence on Managerial Effectiveness. <i>International Journal of Research in Engineering, Science and Management</i>, 5(1), 266-269. (RE) - Nguyen, T., White, S., Hall, K., & Bell, R. (2019). Emotional intelligence and managerial communication. <i>American Journal of Management</i>, 19(2), 54-63. (RE)

Session 9 <i>Theoretical highlights</i>	Groups and group dynamics - Group vs team - Teamwork and team building - Interprofessional teams and silos - Challenges of teamwork: communication, conflict, motivation;	- Bolman, I. G., & Deal, T. E. (). <i>Reframing organizations</i>. 7th Edition. Jossey Bass. Chapt 5 (RE) - King, D., & Lawley, S. (2022). <i>Organizational behavior</i>. 4th Edition. Oxford University Press. Chapt 6 (RE) - Lacerenza, C. N., Marlow, S. L., Tannenbaum, S. I., & Salas, E. (2018). Team development interventions: Evidence-based approaches for improving teamwork. <i>American psychologist</i>, 73(4), 517. (RE) - Instructor annotated synthesis n.2 (RE)
Session 10 <i>Guest Lecture</i>	Guest lecture The cultural paradigm: the process of adjustment and effective communication in multicultural organizations	
Session 11	Midterm exam	
Session 12 <i>Theoretical highlights</i>	Organizational Design and organizational Change, - Organizational development and design - Resistance to change - Change management strategies	- Bolden, R., Gulati, A., & Edwards, G. (2019). Mobilizing change in public services: insights from a systems leadership development intervention. <i>International Journal of Public Administration</i>. (RE) - King, D., & Lawley, S. (2022). <i>Organizational behaviour</i>. 4th Edition. Oxford University Press Chap. 12 (RE)
Session 13 <i>Lab</i>	Group activity to reflect about resistance to change: Presentation and guided class discussion of a real case about a group of Italian top leaders working within the child welfare system.	Stouten, J., Rousseau, D. M., & De Cremer, D. (2018). Successful organizational change: Integrating the management practice and scholarly literatures. <i>Academy of Management Annals</i>, 12(2), 752-788. (RE)
Session 14 <i>Theoretical highlights</i>	Emotions, stress and resilience in organizations - Work-related Stress: types and characteristics - Bullying and other violence-related cases - Traumatized organizations vs resilient organizations - Stress prevention strategies and staff well-being	- Bloom, S. L. (2010). Trauma-organised systems and parallel process. In <i>Managing Trauma in the Workplace</i> (pp. 159-173). Routledge. (RE) - Branch, S., Ramsay, S., & Barker, M. (2013). Workplace bullying, mobbing and general harassment: A review. <i>International Journal of Management Reviews</i>, 15(3), 280-299. (RE) - Burnard, K. J., & Bhamra, R. (2019). Challenges for organisational resilience. <i>Continuity & Resilience Review</i>.

		• Great place to work Analytics Report (2020). <i>Stress and Well-Being at Work</i>. A European Outlook. (REC) • Hassard, J., Teoh, K. R., Visockaite, G., Dewe, P., & Cox, T. (2018). The cost of work-related stress to society: A systematic review. <i>Journal of occupational health psychology</i>, 23(1), 1.(REC) • Instructor Annotated Synthesis n. 3 (RE) • Lee, W., Lee, Y. R., Yoon, J. H., Lee, H. J., & Kang, M. Y. (2020). Occupational post-traumatic stress disorder: an updated systematic review. <i>BMC public health</i>, 20(1), 1-12. (REC) • Skamagki, G., King, A., Duncan, M., & Wåhlin, C. (2018). A systematic review on workplace interventions to manage chronic musculoskeletal conditions. <i>Physiotherapy Research International</i>, 23(4), e1738. (REC)
Session 15 <i>Lab</i>	Group activity on stress-reduction interventions in the workplace: • Exploration of workplace mindfulness protocols	Video: • www.youtube.com/watch?v=wdqbSAWI2xM
Session 16 <i>Theoretical highlights</i>	Psychological safety: • definition of psychological safety • implementation of psychological safety in organizations • assessing psychological safety in different organizational contexts	• Edmondson, A. (1999). Psychological safety and learning behavior in work teams. <i>Administrative science quarterly</i>, 44(2), 350-383. (RE) • Edmondson, A. C., & Lei, Z. (2014). Psychological safety: The history, renaissance, and future of an interpersonal construct. <i>Annual review of organizational psychology and organizational behavior</i>, 1(1), 23-43. (RE) • Newman, A., Donohue, R., & Eva, N. (2017). Psychological safety: A systematic review of the literature. <i>Human resource management review</i>, 27(3), 521-535. (RE) • Pittman, A. (2020). Leadership rebooted: Cultivating trust with the brain in mind. <i>Human Service Organizations: Management, Leadership & Governance</i>, 44(2), 127-143. (REC) • Zak, P. J. (2017). The neuroscience of trust. <i>Harvard business review</i>, 95(1), 84-90. (REC)

Session 17 <i>Lab</i>	Class reflective exercise: Simulation of high and low psychological safety in teams	Videos: - Amy Edmonson TED Talk Video: www.youtube.com/watch?v=LhoLuui9gX8&t=316s - Google and the implementation of psychological safety: https://www.youtube.com/watch?v=-zrLI-Osg88
Session 18 <i>Theoretical highlights</i>	Equality, diversity, and inclusion in organizations: - Equality defined and policy approaches - Layers of diversity - Institutional discrimination - Inclusive environments	King, D., & Lawley, S. (2022). <i>Organizational behaviour</i>. 4th Edition. Oxford University Press. Chapt 13. (RE)
Session 19 <i>Lab</i>	Small group activity: Identify key inclusive vision indicators of American Express and Chevron companies	Notes about American Express and Chevron vision of inclusion (RE)
Session 20 <i>Theoretical highlights</i>	Organizational behavior and management in humanitarian settings: Analysis of the Italian Civil Protection and of “Emergency” NGO approaches	Instructor annotated synthesis n. 4
Session 21 <i>Theoretical highlights</i>	Organizations in post-pandemic scenarios - Covid pandemic inheritance for organizational behavior - The fragility of healthcare professionals - Remote, hybrid work and team building	- Babapour Chafi, M., Hultberg, A., & Bozic Yams, N. (2022). Post-pandemic office work: Perceived challenges and opportunities for a sustainable work environment. <i>Sustainability</i>, 14(1), 294. (RE) Bartsch, S., Weber, E., Büttgen, M., & Huber, A. (2020). Leadership matters in crisis-induced digital transformation: how to lead service employees effectively during the COVID-19 pandemic. <i>Journal of Service Management</i>. (RE) - Kane, G. C., Nanda, R., Phillips, A., & Copulsky, J. (2021). Redesigning the post-pandemic workplace. <i>MIT Sloan Management Review</i>, 62(3), 12-14. (RE) - Oleksa-Marewska, K., & Tokar, J. (2022). Facing the Post-Pandemic Challenges: The Role of Leadership Effectiveness in Shaping the Affective Well-Being of Healthcare Providers Working in a Hybrid Work Mode. <i>International Journal of Environmental Research and Public Health</i>, 19(21), 14388. (RE)
Session 22 <i>Lab</i>	Reflective course revision: Participative overview of key theoretical concepts and critical issues explored during the course	

REQUIRED READINGS:

Book chapters:

- Bolman, I. G., & Deal, T. E. (). *Reframing organizations*. 7th Edition. Jossey Bass. Chapt: 3, 4, 5
- King, D., & Lawley, S. (2016). *Organizational behaviour*. 4th Edition. Oxford University Press. Chapt: 1; 6, 7, 8, 12

Journal papers and reports:

- Amanchukwu, R. N., Stanley, G. J., & Ololube, N. P. (2015). A review of leadership theories, principles and styles and their relevance to educational management. *Management*, 5(1), 6-14.
- Babapour Chafi, M., Hultberg, A., & Bozic Yams, N. (2022). Post-pandemic office work: Perceived challenges and opportunities for a sustainable work environment. *Sustainability*, 14(1), 294.
- Bartsch, S., Weber, E., Büttgen, M., & Huber, A. (2020). Leadership matters in crisis-induced digital transformation: how to lead service employees effectively during the COVID-19 pandemic. *Journal of Service Management*.
- Bloom, S. L. (2010). Trauma-organised systems and parallel process. In *Managing Trauma in the Workplace* (pp. 159-173). Routledge.
- Bolden, R., Gulati, A., & Edwards, G. (2019). Mobilizing change in public services: insights from a systems leadership development intervention. *International Journal of Public Administration*.
- Branch, S., Ramsay, S., & Barker, M. (2013). Workplace bullying, mobbing and general harassment: A review. *International Journal of Management Reviews*, 15(3), 280-299.
- Dasborough, M. T., Ashkanasy, N. M., Humphrey, R. H., Harms, P. D., Credé, M., & Wood, D. (2022). Does leadership still not need emotional intelligence? Continuing "The Great EI Debate". *The Leadership Quarterly*, 33(6), 101539.
- Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative science quarterly*, 44(2), 350-383.
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- Groves, K. S., & Feyerherm, A. E. (2022). Developing a leadership potential model for the new era of work and organizations. *Leadership & Organization Development Journal*, (ahead-of-print).
- Kane, G. C., Nanda, R., Phillips, A., & Copulsky, J. (2021). Redesigning the post-pandemic workplace. *MIT Sloan Management Review*, 62(3), 12-14.
- Kumar, A. (2022). The Impact of Emotional Intelligence on Managerial Effectiveness. *International Journal of Research in Engineering, Science and Management*, 5(1), 266-269.
- Lacerenza, C. N., Marlow, S. L., Tannenbaum, S. I., & Salas, E. (2018). Team development interventions: Evidence-based approaches for improving teamwork. *American psychologist*, 73(4), 517.
- Newman, A., Donohue, R., & Eva, N. (2017). Psychological safety: A systematic review of the literature. *Human resource management review*, 27(3), 521-535.
- Nguyen, T., White, S., Hall, K., & Bell, R. (2019). Emotional intelligence and managerial communication. *American Journal of Management*, 19(2), 54-63.
- Oleksa-Marewska, K., & Tokar, J. (2022). Facing the Post-Pandemic Challenges: The Role of Leadership Effectiveness in Shaping the Affective Well-Being of Healthcare Providers Working in a Hybrid Work Mode. *International Journal of Environmental Research and Public Health*, 19(21), 14388.
- Stouten, J., Rousseau, D. M., & De Cremer, D. (2018). Successful organizational change: Integrating the management practice and scholarly literatures. *Academy of Management Annals*, 12(2), 752-788.
- Stouten, J., Rousseau, D. M., & De Cremer, D. (2018). Successful organizational change: Integrating the management practice and scholarly literatures. *Academy of Management Annals*, 12(2), 752-788.

Instructor materials

- Annotated syntheses n. 1; n. 2, n. 3, n. 4
- Lecture slides

- Notes about American Express and Chevron vision of inclusion
- The Junction Hotel Initial Fact Finding Report

RECOMMENDED READINGS:

Journal Papers and reports:

- Burnard, K. J., & Bhamra, R. (2019). Challenges for organisational resilience. *Continuity & Resilience Review*. Stress and Wellbeing at Work: A European Outlook Report.
- Grewatsch, S., Kennedy, S., & Bansal, P. (2021). Tackling wicked problems in strategic management with systems thinking. *Strategic Organization*, 14761270211038635.
- Hassard, J., Teoh, K. R., Visockaite, G., Dewe, P., & Cox, T. (2018). The cost of work-related stress to society: A systematic review. *Journal of occupational health psychology*, 23(1), 1.
- Lee, W., Lee, Y. R., Yoon, J. H., Lee, H. J., & Kang, M. Y. (2020). Occupational post-traumatic stress disorder: an updated systematic review. *BMC public health*, 20(1), 1-12.
- Pittman, A. (2020). Leadership rebooted: Cultivating trust with the brain in mind. *Human Service Organizations: Management, Leadership & Governance*, 44(2), 127-143.
- Skamagki, G., King, A., Duncan, M., & Wählin, C. (2018). A systematic review on workplace interventions to manage chronic musculoskeletal conditions. *Physiotherapy Research International*, 23(4), e1738.
- Uhl-Bien, M., & Arena, M. (2018). Leadership for organizational adaptability: A theoretical synthesis and integrative framework. *The leadership quarterly*, 29(1), 89-104.
- Uslu, O. (2019). A general overview to leadership theories from a critical perspective. *Harvard business review*, 95(1), 84-90.
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Great place to work Analytics Report (2020). *Stress and Well-Being at Work*. A European Outlook.