

CEU Business School



Organizational Behaviour and HR Management

2 credits
2015 Fall trimester

Instructor	Davide Torsello (torsellod@business.ceu.edu)
Class meets (day and time):	see course schedule
Classroom:	CEU Business School, Frankel Leo 30-34 Please consult the main entrance board
Office:	
Tel:	+36 (70) 52 777 86
Contact person:	Eszter Fuchs (fuchse@business.ceu.edu)

The field of Organization Science encompasses Organizational Behavior and Organization Theory. This course provides a comprehensive analysis of individual and group behavior in organizations. Its purpose is to provide an understanding of how organizations can be managed more effectively and at the same time enhance the quality of employees work life as well as productivity and integrity.

The role of this course is to help you obtain insight into and understanding of some of the content of the field of Organizational Behavior and their implications for the culture of the organization. Topics include personality, motivation, organizational structures and design, organizational change, leadership, conflict and integrity concepts and practices.

<p>Session 1</p>	<p>Course introduction: What is Organization Science, Organizational Behavior?</p> <p>Topics: the development of the major relevant fields and the main topics in OB. Main OB Models and their change overtime.</p> <p>Methods: lecture</p> <p>Readings: Huczynski, A. and Buchanan, D. 2013, Chapter 1.</p>
<p>Session 2</p>	<p>The Individual: Learning and Motivation</p> <p>Topics: explore main topics of how people learn within an organization. Social learning Theory. Motivation theories. Human drives, needs and values in the psychological perspective. Methods: lecture, simulation game on motivation techniques</p> <p>Readings: Case 1 Lumen and Absorb Teams at Crutchfield Chemical Engineering HBSC 804118-PDF-ENG Case 2 Eyes of Janus: Evaluating Learning and Development at Tata Motors HBSC W14308-PDF-ENG</p>
<p>Session 3</p>	<p>Personality and Communication</p> <p>Topics: Types and traits of personality according to the psychological tradition, stress management, communication characteristic of teams, group and clans, cross-country and cross-cultural challenges of interpersonal cooperation</p> <p>Methods: Lectures and case discussion, TAT test exercise</p> <p>Readings: 'The study of personality: an Introduction' http://uk.sagepub.com/sites/default/files/upm-binaries/23238_Chapter_1.pdf 'Personality types and communication' http://www.flowinternational.eu/docs/Ila_publ2_Communication_short.pdf</p>

<p>Session 4</p>	<p>Leadership</p> <p>Topics: Concepts – what are the fundamental theories of what leadership is? The cultural implications. Power and legitimacy, socio-anthropological standpoints.</p> <p>Methods: Lecture, simulations 10 mins. (what is the essence of Leadership for your?)</p> <p>Readings: E. H. Schein, <i>Organizational Culture and Leadership</i> Chap 12, “ How leaders begin culture creation” Chap. 17 “Assessing cultural dimensions: a 10 step approach”</p>
<p>Session 5</p>	<p>Organizational Structures and Design</p> <p>Topics: Exploring the fundamental dilemmas of management: stability vs. flexibility, trust vs. control, visioning vs. planning, nature vs. nurture, organizational design vs. organizational development.</p> <p>Methods: Case discussion, lecture, critical presentation of key concepts of your article of choice (see below).</p>
	<p>Readings:</p> <p>Connod, G. MacFadden, L. MacLean, “Organisational design’, Chapter 2</p>
<p>Session 6</p>	<p>Organizational Culture and national culture</p> <p>Topics: What is the culture of an organization? The visible (formal) and invisible (informal) dimensions of corporate culture. Patterns of Change. Transactional theory. Organizational vs. national cultures?</p> <p>Methods: lecture, video showing and class discussion.</p> <p>Readings: Alireza Nazarian, Zahir Irani, and Maged Ali. 2013. “ The Relationship between National Culture and Organisational Culture: The Case of Iranian Private Sector Organisations”. <i>Journal of Economics, Business and Management</i></p> <p>Patel, T, Rayner, S. 2012 “Towards a Transactional Approach to Culture: Illustrating the Application of Douglasian Cultural Framework in a Variety of Management Settings”. <i>European Management Review</i></p>

<p>Session 7</p>	<p>Organizational change</p> <p>Topics: dealing with change in organizations, a managerial perspective. Mergers, acquisitions and intercultural communication. The role of subcultures in fostering change. Adaptability and resistance.</p> <p>Methods: lecture, class individual assignment and providing written peer feedback</p> <p>Readings: Enabling organizational change through strategic initiatives. PMI 2014 https://www.pmi.org/~media/PDF/Publications/Enabling-Change-Through-Strategic-Initiatives.ashx</p> <p>The value of organization change management. Boxley 2014</p>
<p>Session 8</p>	<p>Conflict, politics and integrity</p> <p>Topics: how to deal with conflict within organizations, the role of internal politics. Integrity issues in management. Integrity in response to the external political and market environment.</p> <p>Methods: case study, lecture, integrity dilemma exercise</p> <p>Readings:</p> <p>Case 3 Agnellis and the Fiat Group: The Story of a Family Empire (A) HBSC IES111-PDF-ENG</p> <p>Case 4 Donna Dubinsky and Apple Computer, Inc. (A) HBSC 486083-</p>
	<p>PDF-ENG</p> <p>Case 5 Li Ka-Shing HBSC 405026-PDF-ENG</p>

Grading:

Team presentation	30%
Mid-term Test	30%
Final Individual Assignment (Case Study)	40%

Available Grades

A: Outstanding

Flawless work of extraordinarily high standard: shows thorough understanding of all work covered in class and demonstrates considerable mastery of both practical and theoretical nature. This student has been the “motor” of the class discussions, whilst integrating other students’ comments and actively fostering constructive debate. Presentation of a very high quality meeting both academic and professional practitioner criteria. Excellent and appropriate use of English language. Shows considerable creativity.

A-: Excellent

Excellent work: some minor flaws and omissions can be found. The arguments, conclusions and justifications are still sound. During class discussion this student has shown high level of activity and followed the stream of discussions.

B+: Very good

Very good work: showing strong evidence of understanding and some research of both theoretical and practical fields. May have small flaws in the presentation, but generally these errors do not distract the reader from the meaning of the work. The argument may be incomplete. In class this student was always present and attempted to participate in the discussions.

B: Good

Appropriate, though generally a medium quality work: shows a good attempt at understanding the principles and concepts involved. Good use of the prescribed reading and preferably describes some research. The argument is likely to have serious omissions or errors. In class discussion tried to be active.

B-: Satisfactory

Satisfactory: a genuine attempt is made to tackle the question, but falls short in a number of areas. Presentation and use of English may be relatively poor. Lack of attention to details and missing research. This student missed a few classes. Was not well prepared to class discussion.

C+: Minimum pass

Borderline: little evidence of understanding of the concepts involved. Also little evidence of work.

F: Fail

Has not demonstrated sufficient understanding of the topic to allow a pass grade and credit to be awarded. Serious misunderstandings, insufficient analysis and evaluation.

Points (%)	Grade
96-100	A
90-95	A-
85-89	B+
80 - 84	B
75-79	B-
60-74	C+
0-59	F

Team presentation: presentation that is held every session (except Session 1) by a team of students through powerpoint on the assigned readings of each session. Maximum time for presentation: 15 mins. Teams will be arranged during the course.

Mid-term Test: mid-term evaluation to be achieved with a short written test (multiple choice answers and definitions) in the day of the Session 5.

Final Assignment: students will be asked to provide an analysis of one case study developed by themselves on one of the topics covered during the course. Students are advised to discuss the potential topic with the instructor before writing the case. The case study is at least 5 pages long (12.pt 1.5 line spacing) and does not include figures and tables in the count. The final deadline for submission, via moodle, is the last lecture of the course.