THE CYPRUS INTERNATIONAL INSTITUTE OF MANAGEMENT

COURSE DESCRIPTOR

SUBJECT TITLE	**HR 405 Organizational Behavior**
SUBJECT LECTURER	Dr. Dionysis Dionysiou
CREDITS	6 ECTS
CONTACT HOURS	28
TOTAL LEARNING HOURS	112
PREREQUISITES	None

OBJECTIVES

Most of us spend many years of our lives at work, performing a multiplicity of roles (as managers, subordinates, team-members, etc.), in multiple industry settings (services, manufacturing, etc.) and types of organizations (small or large, start-ups or established, family-owned or multinationals, public or private). The aim of this course is to open up the "black box" of organizations and take a reflective look at the inside: *How do organizations function, and why? What sort of problems do they usually face, why, and how do they cope with them? How do they interact with their external environment? How do they influence individual behavior and vice versa?* We also concentrate on the individual and groups at work and try to understand: *how do individuals function within organizational settings, and why? What makes them motivated and productive, as well as passionate about their work? How do they make decisions at work? Which games of power and political influence do usually take place within the organizational arena? What makes an effective team? What are the characteristics of effective leaders?*

All the above questions (and more) are the focus of the academic discipline of Organizational Behavior (OB). OB is specifically concerned with: (a) the study of human behavior (at the individual and the group level), within formal organizations (micro-OB) and (b) the study of the behavior of organizations as social entities (macro-OB). The objective of this course is to make you familiar with the basic principles of OB and help you understand organizational phenomena so that you may be able to influence them effectively.

LEARNING OUTCOMES

At the end of this course, students will be able to:

- Critically apply the key theoretical anchors of organizational theory to varied practical organizational situations.
- Recognize the international dimension of the business context and how it informs the effective application of theories, models and management concepts in organizations around the world.
- Assess the complexity of organizational-level phenomena and recognize how organizational elements, such as structure and culture, play a key role in the optimal utilization of human capital and the achievement of superior organizational performance.
- Apply the drivers of individual behavior and performance that contribute to the development of a satisfied and productive workforce.
- Develop skills for the analysis and assessment of the commonly used influential tactics in organizational settings and for identifying the most appropriate style(s) to the situation they face.
- Recognize and assess the key factors that influence the decision making process and the role of employee involvement.
- Recognize the importance of effective conflict management for contemporary organizations and assess the effectiveness of different conflict management styles.
- Develop skills for the analysis of the factors that influence team performance at work.
- Recognize the contingent character of leadership in organizational settings and assess the appropriateness of different leadership styles depending on the situation at hand.

COURSE OUTLINE

- Introduction to Organizational Behavior.
- Making sense of organizations and organizational structure.
- Understanding organizational culture.
- Individual behavior and performance at work.
- Values, personality and perception.
- Motivation & empowerment: basic principles and practical applications.
- Power and conflict in the workplace.
- Decision making & employee involvement.
- Teams at work: dynamics and processes.
- Leadership in organizational settings.

TEACHING AND LEARNING METHODS

Beyond lecturing, and in order to enhance students' understanding of core issues, teaching methods include in-class discussion, analysis of case studies and training videos, as well as group exercises. Interactive use of Moodle also.

METHODS OF ASSESSMENT

- Final exam: 90%
- Participation and contribution: 10%

RECOMMENDED READING LIST: MAIN TEXTBOOK

McShane, S. L. & Von Glinow, M. A. 2010*. Organizational Behavior: Emerging Knowledge and Practice for the Real World (5th edition).* NY: McGraw-Hill.

ADDITIONAL READINGS (Journal Articles that can be downloaded from the EBSCO electronic database)

1. Adler, P. 1999. Building better bureaucracies. *Academy of Management Executive,* 13: 36-46.

2. Ford, R., & Randolf, W. 1992. Cross-functional structures: a review and integration of matrix organization and project management. *Journal of Management*, 18: 267-294.

3. Bartlett, A. & Ghoshal, S. 1990. Matrix Management: Not a structure, a frame of mind. *Harvard Business Review*, 68: 138-145.

4. Schein, E. 1983. The role of the founder in creating organizational culture. *Organizational Dynamics,* 12: 13-28.

5. Schneider, B. 1987. The people make the place. *Personnel Psychology*, 40: 437-451.

6. Nohria, N., Groysberg, B. & Lee, L. 2008. Employee motivation. *Harvard Business Review*, 86:78-84.

7. Kerr, S. 1995. On the folly of rewarding A, while hoping for B. *Academy of Management Executive,* 9: 7-14.

8. McClelland, D., & Burnham, D. 2003. Power is the Great Motivator. *Harvard Business Review*, 81: 117-126.

9. Hammond, J., Keeney, R., & Raiffa, H. 2006. The hidden traps in decision making. *Harvard Business Review,* 84: 118-126.

10. Weiss, J. & Hughes, J. 2005. Want collaboration? Accept – and actively manage – conflict. *Harvard Business Review*, 83: 93-101.

11. Katzenbach, J. & Smith, D. 2005. The discipline of teams. *Harvard Business Review,* 83: 111-120.

12. Kotter, J. P. 2001. What leaders really do. *Harvard Business Review,* 79: 85-96.

13. Goleman, D. 2004. What makes a leader? *Harvard Business Review*, 82: 82-91.

GROUND RULES

Attendance: Each class must be attended.
Preparation: Assigned readings (case studies) must be read before coming to class.
Participation and Contribution: Active participation in class discussion and group exercises is expected. Some ground rules for participation: 1) Enter into the discussion enthusiastically; 2) Share your experience with classmates; 3) Confine your discussion to the topic; 4) Listen actively, and appreciate others' point of view; 5) Provide and receive constructive feedback.
Punctuality: Expected and enforced.
Mobiles should be turned off upon entering the classroom.