



Name	ORGANIZATIONAL BEHAVIOUR AND LEADERSHIP
Component Modules	
Subject area	SECS-P/10
Academic year and semester	2nd year, 2nd semester
Language of instruction	English
ECTS	6
Number of hours of lectures	36
Teachers	
Expected learning outcomes	<p>At the end of the course, the student will have acquired the necessary knowledge to analyze and interpret the characteristics and evolutionary processes of organizational architectures, structural determinants, and HRM.</p> <p>In particular, the student will have acquired knowledge regarding: the evolution of organizational theories, the company-organization-environment relationship, structural determinants, organizational architecture design processes, human resource management processes.</p> <p>At the end of the course, the student will be able to evaluate the evolution of organizational theories, organizational design strategies, relationship with the reference environment, use of structural determinants, selection, training, motivation and remuneration of human resources. The student will also be able to evaluate the main evolutionary dynamics of organizational models and processes of relationship between strategies and structure.</p> <p>Finally, the student will be able to autonomously make judgments on specific situations and to develop innovative solutions to activate organizational change processes.</p> <p>At the end of the course, the student will be able to effectively express the acquired knowledge and describe, in technical language, the aims and content of the concepts of organizational design, organizational architecture, structural structures and determinants, human resources management, discussing, in practice, areas and application methods.</p> <p>The student will also be able to illustrate the aims of the different organizational models and HRM actions.</p>
Syllabus	<p>The Evolution of Theories of Organization</p> <p>Classical theories</p> <p>Theories of Organizational Action</p> <p>Modern approaches</p> <p>The organizational structure</p> <p>Structural determinants</p> <p>Organizational architectures</p> <p>Traditional models</p> <p>Innovative models</p> <p>Human Resource Management</p>
Teaching and learning methods	<p>Teaching is mainly delivered through lectures. In addition to lectures, the course also involves a number of hours of interactive teaching (at least one hour for each ECTS).</p> <p>The teaching mode will allow students to learn methodologies and tools in an active way, also by drawing on specific case studies, which will be discussed in groups and presented in plenary classes.</p> <p>Students will also participate in thematic workshops.</p>
Evaluation methods	<p>The exam will be oral and last approximately 20 minutes. It will be divided into approximately 3 questions:</p> <ul style="list-style-type: none"> • Some of the questions may be theoretical, as they are aimed at demonstrating that students have acquired knowledge of the topics "Organizational Architectures" and "Organizational Theories" • Other questions may be of a more technical nature as they are aimed at ascertaining the students' ability to analyze, interpret and propose solutions for the implementation of an effective organizational redesign process. <p>Overall, the exam assesses the student's ability to communicate, in a clear way and with a good command of technical language, the knowledge acquired and the arguments relating to the analyses and practical applications carried out.</p>
Assessment methods	The assessment of learning involves the assignment of a final grade expressed in thirtieths.



	<p>To achieve a score equal to or higher than 18/30, the student must demonstrate that he/she has acquired sufficient knowledge of the topics "organizational architectures" and "organizational theories" and that he/she is able to explain the logic of an organizational choice.</p> <p>To achieve a score equal to or higher than 22/30, the student must demonstrate that he/she has acquired a good knowledge of all the topics covered during the course and that he/she is able to discuss examples of organizational redesigns.</p> <p>To achieve a score equal to or greater than 27/30, the student must demonstrate that he/she has acquired an excellent knowledge of all the topics covered during the course, that he/she is able to connect them in a logical and coherent way, to be able to analyze and evaluate examples of organizational redesigns.</p>
Prerequisites	There are no prerequisites.
Teaching materials	<p>Allen, N. J. Organizational commitment. In Rogelberg, S. G. (Ed.). Encyclopedia of industrial and organizational psychology Vol. 2 (pp. 548-551). Thousand Oaks, CA: Sage</p> <p>French Ray, Rayner Charlotte, Rees Gary, Rumbles Sally, Organizational Behaviour, Wiley, 2015, 3rd Edition.</p> <p>Natemeyer W. E., McMahon J. T., Classics of Organizational Behaviour, Management, which is the process of stated Objectives, Planning, Organizing, Directing, Controlling, and Staffing to achieve stated (formalized) objectives.</p> <p>Wagner, J. A., & Hollenbeck, J. R. (2010). Organizational behavior: Securing competitive advantage. New York: Routledge.</p> <p>Lecturers' slides and materials posted on the web platform.</p>