

**Federal State Autonomous Educational Institution For Higher Professional Education
«National Research University - Higher School of Economics», St Petersburg campus**

St.Petersburg School of Economics and Management
Department of management

Course syllabus

Theory of organisation and organisation behaviour

for undergraduate degree 38.03.02 «Management»; undergraduate program «Management»

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St. Petersburg, 2016

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автономного образовательного учреждения высшего образования
"Национальный исследовательский университет
"Высшая школа экономики"**

Факультет Санкт-Петербургская школа экономики и менеджмента
Департамент менеджмента

Рабочая программа дисциплины
«Теория организации и организационное поведение»
для направления 38.03.02 — «Менеджмент», образовательной программы «Менеджмент» под-
готовки бакалавра

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Согласована начальником ОСУП

«___» декабря 2016 г.

Бойко К.А. _____

Утверждена Академическим советом образовательной программы

«___» _____ 2016 г., № протокола _____

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Санкт-Петербург, 2016

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1 Formal regulations

This course syllabus specifies all the requirements for the **students’** knowledge and skills, as well as for the course content, activities and assessment.

The syllabus is for lecturers, who teach the Theory of organisation and organisational behaviour course. Teaching assistants and students completing the undergraduate degree 38.03.02 «Management» («International business» program) are also expected to use this syllabus.

This syllabus is developed in accordance with:

- The Educational Standard of NRU HSE for the undergraduate degree 38.03.02. “Management”: <http://www.hse.ru/standards/standard>;
- Undergraduate program “Management”, the undergraduate degree 38.03.02. “Management”;
- Curriculum for the undergraduate degree 38.03.02. “Management”.

2 Course goals

The course brings together two relatively independent but interrelated areas of professional knowledge: theory of organisation and organisational behavior. The course is based on the scientific research and special studies related to the phenomenon of the organisation. The course considers the impact of organisations on the life and behavior of people, as well as constantly accumulating evidence of the organisation’s development, its transformation and, accordingly, changes of manager’s activities and employee’s activities.

This course, as it was stated earlier, consists of two parts – Theory of **organisation** (the First part) and **Organisational** behavior (the Second part). Home assignments and other activities during the course are aimed to check that students are capable of accomplishing the following.

As for the first part:

- 1) To analyze internal and external **levels** of organizational environment, to evaluate the significance of the environment factors.
- 1) To create and implement the strategy at corporate and functional level (e.g.: marketing, finance, HR strategic plans, etc.);
- 2) To form and shape organizational **structures** (**both** formal and informal), business processes structure and design;
- 3) To manage organizational changes through regulations and policies, institutes and artefacts of the organizational culture;
- 4) To model and revise the rewards and benefits system, to match it with the planning system at all management levels;
- 5) To **organise** project teams, to distribute resources and responsibilities.

As for the second part:

- 1) To detect the main tendencies of the organizational behavior development;
- 2) To analyze reasons for corporate change resistance, to select methods of managing the resistance
- 3) To manage group and team behavior;
- 4) To allocate effectively team roles and responsibilities;

3 Learning outcomes

Three levels of competence mastering are expected from students:



Resource base (RB) - means that course is aimed to provide theoretical background and basic technologies and methods

Instruments (I)- means that **course trains** students to use applied methods and activities, comprising the exact competence

Motivation and values (MV) – means that course pays attention to the intrinsic value of the exact competence

As a learning outcome, the student acquires the following general competencies (GC) and professional competencies (PC):

Competence	Code	Level of competence mastering	Coursework for each level of competence mastering
Is capable of detecting the scientific nature of problems in the area of professional interests	GC-2	RB, I	1) Workshops #2,5,7,8,12,13 2) Essay 2) Cartography 4) Video-case «Motivation 2.0» 5) Posters «Trends» & «Leader» 6) Presentation of a book
Can evaluate the demand for resources . Is able to plan how to use these resources to solve problems in the area of professional interests	GC-4	RB, I, MV	1) Cartography 2) Self-reflection paper 3) Workshops #3,4,5,8,10,14
Is able to systematically deal with data needed to solve problems in the area of professional interests: to find, to evaluate and use information from different sources	GC-5	RB, I, MV	1) Posters «Trends» & «Leader» 2) Essay 3) Mindmap «Compare MVS» 4) Cartography 5) PPP Lifecycles and KPI 6) Video case «Motivation 2.0» 7) Debates workshop
Can handle research process: from the first step – Analysing the problem – towards the goal setting, object/subject detecting, choosing the research strategy and instruments, and finally to the evaluation of the quality of the research results.	GC-6	RB	1) Cartography 2) Self-evaluation paper
Can work in a team	GC-7	RB	1) Posters «Trends» & «Leader» 2) Workshops #3,4,5,6,8,10,11,14
Following the context, is able to communicate correctly	GC-8	RB	Lectures and workshops
Can scrutinize and reframe each case and experience, works in a reflexive strategy	GC-9	MV	1) Book presentation and listener's diary 2) Cartography 3) PPP Lifecycles and KPI 4) Self-reflection paper 5) Poster «Leader» 6) Workshops # 4,5,6,10,11,14
Can participate in work and other activities in international context	GC-10	I, MV	Lectures and workshops
Understands social importance of the profession and is highly motivated to become a part of the profession	PC-1	RB, MV	Lectures (especially #1&2, guest lectures) and workshops
Can make managerial decisions and evaluate their outcomes	PC-2	RB, I, MV	1) Cartography 2) Video-case «Motivation 2.0» 3) Poster «Leader» 4) Workshops #3,5,6,8,10
Can use normative documents and regulations	PC-3	I, MV	1) Cartography 2) Essay 3) PPP KPI
Can prototype organizational structure, allocate the authority and responsibilities	PC-4	RB, I, MV	1) Cartography 2) Workshop #5&6
Is capable of actively participating in the implementation of an organizational change initiative	PC-5	RB, I, MV	Workshops # 8&14
Can apply his/her knowledge of the motivation theory	PC-6	RB, I, MV	1) Self-reflection paper



Competence	Code	Level of competence mastering	Coursework for each level of competence mastering
and leadership in his/her management practice			2) Video-case «Motivation 2.0» 3) Poster «Leader»
Can participate in the development and implementation of the HRM strategy in an organization	PC-7	RB, I, MV	1) Self-reflection paper 2) Video-case «Motivation 2.0» 3) Workshops #10,11,12,14
Can plan and implement effective interpersonal, group, and organizational communication strategies	PC-8	RB, I, MV	Workshops #10,11,12,14
Can effectively perform his/her managerial responsibilities in a multicultural environment	PC-9	I, MV	Lectures and workshops Book presentation and listener's diary
Understands the connection between his/her managerial decisions and social responsibility	PC-10	RB, I, MV	1) Cartography 2) Essay 3) Book presentation & listener's diary
Can participate in company operation planning	PC-13	RB, I, MV	1) Cartography 2) Workshops #5,6,7,8 3) Mindmap «Compare MVS»
Can participate in the development of strategies to increase the company's competitive advantage	PC-16	RB, MV	1) Workshops #5,6,7,8 2) Mindmap «Compare MVS»
Can develop and implement strategies and policies and evaluate their outcomes	PC-17	RB, I	1) Workshops # 7&8 2) PPP KPI, PPP Lifecycles

4 The place of the course in the program structure

This course is offered as a part of compulsory professional core of the program.

To be able to enroll into the course, the student has to complete these courses: Sociology, Law, International management and Management, Economic Theory.

Students are expected to understand and be capable of the following competencies:

- GC1 – Is able to study, to receive and train new skills in different spheres of knowledge;
- GC2 - Is capable of detecting the scientific nature of problems in the area of professional interests
- GC3 – Is able to use synthesis and analysis as the ways to solve professional problems
- GC5 - Is able to systematically deal with data needed to solve problems in the area of professional interests: to find, to evaluate and use information from different sources
- GC8 – Following the context, is able to communicate correctly
- GC9 – Can scrutinize and reframe each case and experience, works in a reflexive strategy
- GC10 – Can participate in work and other activities in international contexts
- PC1 – Understands social importance of the profession and is highly motivated to become a part of the profession
- PC2 – Can make managerial decisions and evaluate their outcomes
- PC4 – Can prototype organizational structure, allocate the authority and responsibilities
- PC6 – Can apply his/her knowledge of the motivation theory and leadership in his/her management practice
- PC8 – Can plan and implement effective interpersonal, group, and organizational communication strategies
- PC18 – Is capable of analysing the effect of external environment on the actions of commercial organisations and local government agencies
- PC20 – Can analyse competitive environment
- PC21 – Is able to analyze and interpret statistical data about socio-economical processes in Russia and in other countries
- PC31 – Is able to gather, analyze and recode data needed to solve the exact research questions



Study results from this course will be helpful to complete the following courses: Human resources management, Scientific research seminar, Comparative management, Strategic management, Entrepreneurship and business planning.

5 Course topics

This course consists of 4 ECTS (credits).

№	Topic	Total hours	Classroom hours			Homework hours
			Lectures	Seminars	Practicum	
The first part. The theory of organisation (TO)						
1	Course overview. Types of organisations	12	2	-	2	8
2	Organisation as a system. Systematic approach.	12	2	-	2	8
3	External environment of organisations	8	2	-	2	4
4	Internal environment. Goal-setting: «idea»-listic instruments (mission, vision, strategy statements)	8	2	-	2	4
5	Organisational structures and design	12	4	-	4	4
6	Organisational life cycle	10	2	-	2	6
7	Performance management, evaluation models (quantative and qualitative approach)	16	4	-	4	8
8	Change management	18	2	-	2	14
The second part: Organisation behaviour (OB)						
9	The structure of OB	6	2	-	2	2
10	Individuals in organisations	14	4	-	4	6
11	Managing group and team behaviour	8	2	-	2	4
12	Motivation theories overview	8	2	-	2	4
13	Leadership	8	2	-	2	4
14	Corporate culture: institutional model	8	2	-	2	4
15	Guest lecture. Trends and tendencies in TO and OB	4	2	-	2	0
ИТОГО		152	36		36	80

6 Assessment

Descriptions and grading criteria for each assignment **are** provided in Section 7.

Type	Method	Module		Points (max)
		3	4	
Weekly (homework)	Poster "Trends"	*		10
	Essay	*		10
	Book presentation	*	*	15
	Listener's diary		*	20
	Mindmap or chart «Compare mission, vision, strategy»	*		10



	Peer-review of an essay	*		10
	Cartography	*		30
	PPP Lifecycles	*		10
	PPP KPI	*		10
	Self-reflection paper		*	10
	Video-case Motivation 2.0		*	10
	Poster «Leader»		*	10
	Course feedback		*	5
Weekly (workshops)	Workshops	*	*	5 point * 18 workshops = 90 points (total max) + additional points (extra tasks) – up to 60 points
	One-minute papers	*	*	During lecture, 2-3 points each = 2*15=30 points (total max)
Monthly	Midterm tests	*	*	15 points * 3 tests = 45 points (total max)
Final	Exam		*	Test, 50 questions (open, closed, mixed types), 80 minutes to complete, students are not allowed to use any additional materials, books, phone notes, etc

7 Grading criteria

1) Weekly assignments (homework)

1.1) Poster session “Trends”

1) The purpose of an exercise: to explain one of the Trends in organisation theory and behavior
 Possible trends are:

- Big data
- Intellectual capital and its types
- Mass Customization
- Fundraising
- Virtual team
- Crowdsourcing
- Cross-cultural teams
- Cloud computing
- Social networks for business
- Emotional marketing
- Knowledge management
- Gamification
- Networking
- Personal brand
- HR branding | Internal marketing
- Franchising
- Fintech

2) Contents:

- general definition
- interesting examples
- causes and consequences



- + and –
- directions for future development

3) Guidelines:

- Sign up in Google form (choose **the** topic you like; topics should not be repeated in the same group)
- In pairs
- Paper size A0-A3
- Printed or handwritten
- Add main sources of information

4) Deadline: We will discuss your posters during the workshop #2. Please, be ready to present your poster in 2-3 minutes and answer the questions (don't retell or reread all the info from your poster, just talk about the main idea and the most interesting facts)

5) Grading criteria: Poster itself - logic, depth and profoundness (references), quality of visualization (up to 5 points total)

Poster presentation - presentation skills (up to 5 points)

Several recommendations about presentation:

1) Reading (from handouts, mobile phone or even your own poster) isn't suitable from a short business presentation. It actually damages your presentation skills because mostly it looks like you're presenting your ideas to your phone or your poster, not to the audience. The main idea in your own words and several good examples would have been enough.

2) Timing. Follow the time limit of 2-2.5 minutes

1.2) Essay "Trends affect the requirements. What do you need to become a professional manager?"

1) The purpose: Several trends have changed in management practice a lot during the last years. Management was always expected to be interdisciplinary & designed type of profession. Needless to say that trends have also influenced the requirements for those who want to become a manager. Your task is to read a series of articles about organization theory and behavior trends and to choose one trend, that you like the most (find the most interesting, promising, etc.).

2) List of articles:

1) Beyond the Holacracy Hype

Ethan Bernstein, John Bunch, Niko Canner, Michael Lee <https://hbr.org/2016/07/beyond-the-holacracy-hype>

2) The Stretch Goal Paradox

Sim B. Sitkin, C. Chet Miller, Kelly E. See

<https://hbr.org/2017/01/the-stretch-goal-paradox>

3) Curing the Addiction to Growth

Marshall Fisher, Vishal Gaur, Herb Kleinberger

<https://hbr.org/2017/01/curing-the-addiction-to-growth>

4) Survey: People's Trust Has Declined in Business, Media, Government, and NGOs

Matthew Harrington

<https://hbr.org/2017/01/survey-peoples-trust-has-declined-in-business-media-government-and-ngos>

5) Ten IT-enabled business trends for the decade ahead

Jacques Bughin, Michael Chui, and James Manyika

<http://www.mckinsey.com/industries/high-tech/our-insights/ten-it-enabled-business-trends-for-the-decade-ahead>

6) Top 10 Business Trends That Will Drive Success In 2017

Ian Altman

<http://www.forbes.com/sites/ianaltman/2016/12/06/top-10-business-trends-that-will-drive-success-in-2017/#8d2568141326>



7) Global Trends & Opportunities 2016 and Beyond
<http://radar.sustainability.com/annual-trends-report/>

8) Culture: Why It's The Hottest Topic In Business Today
Josh Bersin
<http://www.forbes.com/sites/joshbersin/2015/03/13/culture-why-its-the-hottest-topic-in-business-today/#4f44937fb6e2>

9) Why great leaders must tell better stories
By Dustin Schneider
<https://gothamculture.com/2015/02/26/great-leaders-must-tell-better-stories/>

10) 10 Workplace Trends You'll See In 2017
Dan Schawbel
<http://www.forbes.com/sites/danschawbel/2016/11/01/workplace-trends-2017/#6f177cc53457>

11) 3 People-Management Trends That Will Impact The Workplace In 2017
Victor Lipman
<http://www.forbes.com/sites/victorlipman/2016/12/13/3-people-management-trends-that-will-impact-the-workplace-in-2017/#8c851407ca02>

12) 40 Small Business Trends and Predictions for 2017
Adam C. Uziarko
<http://www.businessnewsdaily.com/7605-business-trend-predictions.html#sthash.ssQAwZY4.dpuf>

3) Create an essay about the shift in the requirements for the professional management arising from the chosen trend. Your essay is supposed to fulfill two aims:

- 1) To analyze socio-cultural or technological challenges of the 21 century (so called "trends")
- 2) To build the competence model of "professional manager", which meets the requirements (standards, challenges) of the chosen trend. Your model should include not only a list of competences, but also possible activities or sources to master (or to get) one.

4) Guidelines:

- 1) Size - about 5000 symbols (with or without spaces). The number of symbols is less important than the quality of your ideas.
- 2) Font – Times new roman, 14 pt, 1,5 interval
- 3) Title page – your name, your study group number
- 4) Absolutely no PLAGIARISM. There is no "80% of your own text is OK" rule. Please, include your reference list at the separate page. All the quotes from any decent sources must have a reference. "Referats.ru" and other similar sites are not decent sources.

5) Grading criteria. Maximum – 10 points:

- 3 points for quality of content, integrity and logical structure of your ideas and insights.
- 3 points for reflection (the validity and meaningfulness of your thesis)
- 3 points for creativity (outstanding or peculiar reasoning or form) and literacy
- 1 point – bonus (something that made your tutor amazed, dazzled or excited)

0 – the criterion is not met, 1 - the criterion is partially met, quite a lot of defects or mistakes, 2 – the criterion is partially met, several defects or mistakes, 3 – the criterion is met

6) How to write an essay (prescriptions) Essay is a small text, which contains a well-reasoned intellectual reflection over some question or problem. It requires a clear individual position of the author. The distinct feature of the essay is the free composition (i.e. there is no strict structure). However, even having a free structure, it needs to be coherent, its main thesis and arguments must not contradict each other, author's

position should be stated and justified clearly. An essay does not have a strict structure, but it may be written according to the following logic:

- The main question (the topic of the essay). It reflects the problem and motivates the reader to think.
- Introduction. It should be written in a way that helps the reader to focus on the problem.
- Main body. Author's thoughts are formed into thesis. Each thought is supported with arguments. Arguments can contain facts, social events, life situations, personal experience, scientific proof, scientists' opinions etc.
- Conclusion. It states author's opinion.

An essay is usually written in an informal way (a colloquial language). This genre not only requires to show your knowledge, but also to share your own emotions. In the essay we appreciate your originality and independence of thought among with the ability to justify your opinion.

It is desirable that your essay contains the answers to the following questions:

- How is your choice of trend connected with your interests and professional orientation?
- Why is the discussion of this trend of immediate interest (relevant, important)?
- For which category of managers is the study of this trend important for efficient work?
- Which qualities and skills should managers working in such an environment possess?

1.3) Book presentation

List of books (can be changed)

- 1) Nassim Nicholas Taleb, 2012, Antifragile: Things That Gain from Disorder, Random House (ISBN 0679645276) and Penguin (ISBN 0718197909)
- 2) Nassim Nicholas Taleb, 2007, The Black Swan: The Impact of the Highly Improbable
- 3) Barbara Minto, 1996, The Minto Pyramid Principle: Logic in Writing, Thinking, & Problem Solving
- 4) Gabe Zichermann, 2013, The Gamification Revolution: How Leaders Leverage Game Mechanics to Crush the Competition
- 5) Gallup Press and James K. Harter, 2016, First, Break All The Rules: What the World's Greatest Managers Do Differently
- 6) Ichak Adizes, 2010, The Ideal Executive Kindle Edition
- 7) Jim Collins, 2011, Great by Choice: Uncertainty, Chaos, and Luck--Why Some Thrive Despite Them All or Good to Great: Why Some Companies Make the Leap and Others Don't
- 8) Tony Hsieh, 2013, Delivering Happiness: A Path to Profits, Passion, and Purpose
- 9) John Kotter, 2012, Leading Change
- 10) W. Chan Kim, 2015, Blue Ocean Strategy, Expanded Edition: How to Create Uncontested Market Space and Make the Competition Irrelevant
- 11) Seth Godin, 2009, Purple Cow, New Edition: Transform Your Business by Being Remarkable

Guidelines

1) The aim of this task is to get students acquainted with the most important types of research and practices in terms of Theory of Organisation and Organisational behavior. Unfortunately, we do not have a chance to tell all about the interesting and necessary models and instruments during our lectures, so this task implies the access to applied materials. In terms of presentation skills it gives an opportunity to practise the business presentations format, learn to make creative presentations, use gamification and interact with the

audience. Mostly, the format is defined by the book's content, but students still have a chance to use their creativity.

2) Following from the aims and type of the task it is clear that it is for someone who is committed, interested in the topic and highly responsible. If you do this presentation, it shouldn't just be to get a good grade. This is a task, which gives you an opportunity to feel yourself as a tutor and share your knowledge with your colleagues.

This task goes hand in hand with the task "Listener's diary". The diary will be completed by all students after each presentation. This means that if you have chosen to make a presentation, you can complete your diary with the rest of presentations (8-9). So, choosing to make a presentation does not mean you cannot do the diary.

3) Due to specific features of this task named above we would like to warn those who is planning to take this task and do it catch-as-catch-can. If you do the task properly and make an excellent presentation, you can get 10+ points and, maybe, some extra points for a special format of discussion or presentation (let's say, creativity). In case you take the task and do not submit it in time you get demerit points (-20 points) to your cumulative points. Unless you have some legitimate excuse confirmed with an official document, you cannot submit the task on another date.

4) The course implies two sessions of presentations – on the 7th and 11th workshops.

5) These are the steps you need to take to choose a book for presentation:

- You look through the list of available books
- You choose the one you like and sign up in a Google form. Books cannot be repeated in a group.
- You choose a date for presentation. We expect approximately 5 presentations per day.
- You can look at the possible format for presentations here (PechaKucha) <http://www.pechakucha.org/faq>
- You have no more than 10 minutes for the presentation + additional time for the discussion.

1.4) Listener's diary

1) The aim of the task. This task is connected with the task "Book presentation". An important skill for a manager is to critically perceive other people's work, analyze it, find something interesting for yourself and pay attention to things that might have been done better or differently. This skill we will need here. The aim of book presentations is to show real managerial instruments which can be used in the work projects. And the task for listeners is not only to get acquainted with the presentation, but also to try to perceive it according to your current or future experience.

2) **Format.** The diary consists of the references about presentations (or about the books, if the student managed to read them). The format can be different – a notebook, separate sheets of paper or notes typed on a computer.

You submit the diary once, in a week after the last presentation (13th or 14th workshop).

3) **Content.** Each reference should contain answers to at least 4 questions:

1. What was interesting (worth remembering) in a presentation?
2. What can be done better/differently?
3. What is the book about?
4. Why should we read this book?
5. Your questions, comments, ideas on a presentation and its format

4) **Grading.** The maximum is 20 points on a condition that you have all the notes on all the presentations, the quality is assessed based on the content, argumentation and the profoundness of reflexions.

1.5) Table or mindmap «Compare MVS»

1) You have to compare three instruments – mission, vision and strategy – by the given and your own criteria:

- The purpose of this instrument (why is it used in an organisation?)
- Measurability (is it possible to measure the quality of this instrument?)
- Achievability (can the organization achieve this type of aim?)
- Specificity (how specific are the recommendations/descriptions in terms of this instrument?)
- Possibility to correct (can the organisation correct the wording of such instrument?)
- Evaluation (how can we evaluate it?)
- Timeliness (for what time period is this instrument created?)
- Implementer (who can take part in the creation of the instrument?)
- Additional criteria formulated by students

2) Structure and format. The task should be completed in a table (three instruments in columns, parameters – in rows) or as a mind map (mental map). Your choice of format will not influence your grade.

3) Grade. To make a table you must use not only lecture materials, but also additional sources (books, articles from the Internet, sites of organisations etc.) You should make references to all sources. The maximum points you can get for this task – 10, consisting of:

2 points – for additional criteria (0.5 per each one if it is argued and properly used)

8 points – for the quality of the analysis, each mistake in comparison (any mistake in defining any parameter in any of the three instruments) decreases your sum of points by 0.5. Therefore, you can make no more than 16 errors in the table.

1.6) Peer review of an essay

1) The aim of the task. Your task is to review your colleague's essay. What is an essay review? It should be an overview of the quality of the work – advantages (in thesis), disadvantages (using the system of criteria given for the essay). You have to put a mark (10 points maximum), it must be argued – if you put 1 out of 3 for some criterion, you have to explain why.

The value of such a task is the following – you get to look at the work from the outside, see potential areas for amelioration and suggest ways to make them better.

2) How is the process organised? You get two files – one is the archive of all the submitted essays, and the other is the file which says who is reviewing which essay. You need to find your surname in a list, see the number of an essay you get to review and download it from the archive.

The number of words is not limited, but at least the review should give a suitable argued answer, why you are putting this or that grade.

3) Grade

Maximum number of points you can get is 10, containing:

- maximum 3 – logics and structure, format
- maximum 3 – validity of conclusions
- maximum 3 – profoundness
- maximum 1 – grammar and punctuation

1.7) Cartography

1) Aim of the task. You need to conduct an analysis of an existing company which is active on Russian or international market and present the results in the form of a written analytic work.

Main condition: the organization must be real.

Necessary condition – information on the company, its strategy, aims, values, financial results, its history of development must be in open access. Information from the site will not be enough, nor will the access to databases like SPARK.

2) Format and number of words



The number of words is not limited, but our practice proves that an argumented and well-written answer usually takes no less than 15 pages A4. You can use Times New Roman, 12-14 pt, 1.5 interval between lines and onefold interval between symbols. We welcome illustrations, schemes, diagrams, comparison tables.

3) Questions to answer:

1. Classification. Which type does the company belong to? Give reasons for your decision.
2. What is the mission of the company? Do they have a vision? Analyze the quality of the idealistic instruments, using materials from the lectures and workshops on goal-setting – which of the company's features are mentioned in a mission, which groups are paid attention to, do they have a slogan and a spread format? In which processes is the mission used in the company? Who took part in its creation? Is the vision worded correctly (in accordance with its definition)? Does the company have a strict strategy? Check if it complies with the SMART criteria. Do they have a system of values (how is it connected with the system of goal-setting and main managerial processes)? Evaluate organisational culture with the model of 10 features.
3. What type of organisational structure is in the basis of the organisation? Which mechanisms of coordination are used? How are staff members divided into departments and divisions? Create an organisational scheme – a diagram (for net, transnational companies you should also name which main functional responsibilities the participants of the net have).
4. Does the company use contemporary managerial technologies and instruments (franchising, outsourcing, outstaffing, lean production, project creative groups) or are they creating their own know-how?
5. How does the structure of their external environment look? Which immediate agents can you call significant for the organisation (for each department try to give exact examples, if you talk about the competitors – which companies, if you talk about clients, give their portrait, etc.)? Which macroenvironment factors must be regarded while managing the organisation (give exact factors for each direction)? Evaluate the degree of influence of agents of the external environment (you can use TOWS, PEST, CPM, EFE, IFE matrix). Is the organisation open or closed?
6. Which organisational changes, you think, are necessary? Suggest your own way of organisational project and show possible ways of development.

4) Grade. The work is completed step by step, in accordance with studying the corresponding topics/ The final version is submitted at the end of the course. **ATTENTION!** All the sources must be cited properly. In case we find text, which is not cited, or the same work is turned in by different people, the grade will be a zero.

Maximum you can get is 30 points, containing:

15 points – content

10 points – logic and arguments

5 points – format, properly cited sources and additional points for illustrations (diagrams, tables, schemes etc.)

1.8) PPP Lifecycle



1) What is the task? Prepare a presentation (no more than 15-20 slides) or a mini-report (no more than 5-10 pages A4, 12 font) with an analysis of life cycle (Adises or Grainer) of an organization (it is your choice, the only condition is that it must exist in real world and there must be enough information about it in open access).

A written report must contain:

- 1) A short description of the company – sphere, size, form of ownership, main
 - 2) Which model (analysis of the life cycle) is chosen – Grainer or Adises – and why?
 - 3) Which stages can we see and what is the evidence? Mass media information, company site, cases from other sources etc. – strictly in accordance with models.
 - 4) Which development diseases and/or organisational pathologies the company has (for Adises model)? You have to show how the company copes/does not cope with them, what the consequences are.
- 2) Grade. The report/presentation will cost 10 points maximum. You can also prepare a presentation in addition to the report (the scheme is given upper). No more than 2-3 teams can make presentations (per one study group). Presentation also costs 10 points.

1.9) PPP Evaluation (KPI)

1) What is the task? Based on your working experience, experience of your friends or relatives prepare a description of an interesting example of an effectiveness evaluation system in a company. It can be a KPI system for sales department, for a waiter, for a seller, for production department etc. Even if it is not a formal system, but simply common rules for effectiveness evaluation at someone's work (e.g., start-up or small business), still try to structure it, it might be especially interesting.

What should be in your description:

- 1) Who are the implementers – who is responsible for the implementation of KPI system, who sets the values, who checks its execution.
- 2) Is there a top down approach – from goals (and performance targets) to the department and personal goals? Do workers know about such approach? Do they realize the importance of their input?
- 3) How does the KPI of your "example worker" look – what is measured (which type of indicator – from the lecture), how often, how is it controlled, is there a special system for measurements, how is the salary connected with the results (or do they influence the motivation system as a whole, including non-material bonuses)?
- 4) Are there ways to change the evaluation system? If yes, how do they work?

You can do the presentation individually or in pairs. It must be downloaded to LMS.

2) Grade. You can get 10 points for the work and 10 points for presenting it at a workshop. No more than 2-3 presentations per study group.

1.10) Self-reflection paper

1) What is the task?

Part 1 – analysis of your personality



Using materials on the topic "Individual in the organization" and additional sources which must be cited properly, you need to run self-diagnostics over your type of personality, temperament and other individual characteristics. You should use these 4 tests: (

- 1) Test on the asymmetry of the brain functions (right-hander or left-hander). You can do it - http://www.psi-test.ru/person/polushar_mozga.html
- 2) Test MBTI – for example, here <http://mbti.on.ufanet.ru/index-3.html>
- 3) Big Five Test <http://psyttests.org/bigfive/5pfq-run.html>
- 4) Ajzenk test <http://psycabi.net/testy/369-lichnostnyj-oprosnik-g-ajzenka-test-na-temperament-epi-diaagnostika-samoosenki-po-ajzenku-metodika-opredeleniya-temperamenta>

According to the results of each test, answer the following questions in a form of an essay (analytic written work):

- 1) Analyze how your individual features (stated by tests) influence your behavior with the family, friends, at work, in teams and in other situations. Which of the results are surprising for you? Which ones are just another proof for what you already knew? Are there ones you cannot agree with? Give reasons.
- 2) Try to explain how your type of personality influences your achievements and failures and your interaction with people.
- 3) Think whether your personal features are enough to achieve your current or future goals in studies, work, personal life etc. Which personal features do you lack? How are you planning to gain them? Consider different ways of developing or gaining them.

Part 2 – Analysis of casual attribution

1) Johari Window - <http://johari-window.ru/>

2) The OK-Not OK Matrix – more information here - <http://www.psyoffice.ru/9/stewj01/txt12.html>
<http://vernoe-reshenie.com/46/>

3) Common attributions based on your/someone's success/failures (attribution errors)

- Fill the matrix "Johari Window" with qualities or personal characteristics you find important to interact with others.

- Mark most common positions for you in the OK-Not OK matrix and "Your/others success/failures" matrix.

- Analyze how characteristics from these three matrixes appear in your behavior.

- Explain which situations in your life (success and failures, your interaction with people, your behavior) are influenced with characteristics of your casual attribution.

2) Format and layout. The work should be done as one written INDIVIDUAL document. Number of words is not limited; however, you rarely manage to answer fully in less than 5-6 pages A4, 12 font, 1.5 interval. We welcome illustrative material (diagrams, tables, etc.) and proper citation of sources and materials.

3) Grading – 10 points for part 1, 10 points for part 2. All in all it's 20 points. The profoundness of analysis and conclusions gives you 10 out of 20 points, logic and structure – up to 5 out of 20, layout, illustrations and additional aspects – up to 5 out of 20 points.

1.11) Poster "Leader"

1) What is the task? At the workshop devoted to Leadership (part Organisational behavior) we will discuss types of leadership. Discussion will be in a form of success stories, so it is important that you prepare a story about a leader (in pairs or individually – it is up to you). It can be a leader in any sphere, country, company and even from any époque.

What should you prepare?

- 1) Decide if you are doing the task by yourself or in pair.
- 2) Choose a leader to analyze. Sign up in a Google document.

Examples of who students choose as leader on one of HSE programs -

<http://www.ipp.hse.ru/popularpsy/successful-people/>

You cannot choose same leaders in one study group, but they can be repeated in different groups. So if someone from another group has created a row with the name of a leader you like, just write your name in a corresponding column, you do not need to repeat the name of a leader.

3) Prepare 2 types of leader presentation in the context of organisational behavior:

3.1 One analytic work where in a .doc file you answer the following questions:

- "Leader's passport" – what's their name, how old are they, from which company, sphere, country etc.
 - Why did you choose this person – for what achievements, actions, results etc.
 - Leader's characteristics in terms of organisational behavior – how can you describe their organisational behavior (which of the four models best describes his behavior and why?), what is their personality type judging by their actions, business decisions, words (according to 4 methods that we studied), what is their system of values (Rokich model)
 - If there are interviews with a leader in the mass media, see which type of attribution is more natural for them – internal or external. Cite the sources, which prove your decision.
- 3.2 Visual form (mental map, poster A4, A3, A2 – any form), which should show your leader and their main characteristics (as a result of your analysis).

Grading. A good answer can help you gain up to 10 points (written document, uploaded to LMS); the poster can give you up to 5 points (we will discuss it at the workshop).

1.12) Video-case "Motivation 2.0"

What is the task?

- 1) Watch the videos

<https://www.youtube.com/watch?v=T5RFVvEcHLE>

<https://www.youtube.com/watch?v=rrkrvAUbu9Y>

<https://www.youtube.com/watch?v=qp0HIF3SfI4>

<https://www.youtube.com/watch?v=u6XAPnuFjJc> (анимация идей по 2ому видео)

Read the article "Unconventional ways of motivating the staff in Russia"

<http://www.inside-pr.ru/hr/article/1346-11-07-2013.html>

- 2) And answer the questions

1. What leading motives can you outline based on the videos?
2. What, in your opinion, motivates people to work more, better and be involved in their work?



3. What surprised you? What inspired you?
4. What do you agree or disagree with in these motivation theories?
5. How can these motivation theories be used in the university?

Comments, suggestions, advice

Answers should be in a format of a text file and uploaded to LMS.

Grading. If you do this task properly and upload it to LMS, you can earn up to 10 points.

2) Weekly (in class)

2.1) Workshop

Workshops are planned as an interactive learning area. The main goal is to discuss key features of course topics. We use small group discussions, role plays, games, facilitation sessions, poster sessions, debates, storytelling and many other teaching methods to reach this goal. The detailed plan of workshops is presented in Section 8. A certain list of teaching tips and requirements for students arises from the format of workshops (Sect. 9.2). We expect students to be attentive, well prepared and eager to do their best. Regularly students can receive up to 5 points for each workshop (different tasks). In case if they perform an exceptional presentation or present bright, well argued answers, we are allowed to add extra points to state the excellence in learning.

Students can receive additional (extra) home assignments to deepen the knowledge on a subject. These assignments will be mostly connected with guest lectures (participation, creating questions for the discussion, etc) and cases discussed during the workshop.

2.2) One minute papers - During *lectures*, 2-3 points each = $2*15=30$ points (total max)

«One minute paper» - a limited series of statements/questions to discuss. These statements/questions are related to the lecture content. «One minute paper» **works** as a self-evaluation task, which in addition provides us with the quick feedback about the topic discussed (whether you got all the details). Each **correctly completed** «One minute paper» gives you up to 2 additional points **to** your cumulative score (more details in course syllabus).

Example - 3 statements to discuss. Do you think these statements are true or false? (Write down no more than 2 arguments/sentences for each statement).

«Organization's success depends on the behavior of **its** worst employee»

«"Company" is a synonym to organisation»

«The primary role of managers in business organisations is to achieve maximum efficiency»

3) Monthly (in class)

Midterm tests – 15 points each, 3 tests

Midterm tests are intended to check the understanding of course topics content. These tests consist of different types of questions – open, closed, mixed. Students are expected to know material from the lectures, additional materials (provided in LMS) to pass the tests. Students are not allowed to use any materials while passing the test. Any kind of cheating during the test leads to a 0 points.

Examples

1) The definition “a detailed plan to reach a clear, measurable goal” is about the following concept:

a) strategy



- b) mission
- c) vision
- d) procedure

2) Connect the typical KPIs to the according type of macro factor (indirect):

1) Gender structure, age structure	1) Economic factor
2) Average salary, in rubles	2) Social, demographic factor
3) The amount of patents	3) Technological factor
4) Consumption style	4) Cultural factor

4) Finals. Examination. Test, 50 questions (open, closed, mixed types), 80 minutes to complete, students are not allowed to use any additional materials, books, phone notes, etc. Test will be constructed from the same test base as the midterm tests.

8 Course content

№	Topic	Lecture content	Practicum content	Homework
1	Course overview, aim and structure.	The role of professional manager. Organisation as a subject of course. The definition of organisation, main reasons to exist	1) Introduction part 2) Discussion #1 "Background. What do you know about organisations?" 3) Discussion # 2 "Expectations. What do you expect from TOOB course? (contents, lecturer, yourself)"	1. Poster "Trends" (in pairs) 2. Virtual business card in VK
2	Types of organisations. Organisation as a system. Systematic approach.	Classifying and clarifying types of organizations. Organization as a system. Systematic laws (static and dynamic)	Poster session - discussion	1. Essay (individual)
3	External environment of the organisations.	Open and private systems. The structure of external environment. Organisation boundaries. Micro and macro context. Stakeholder analysis and transactional costs	Marshmellow challenge	1. "Books presentation" assignment
4	Internal environment Goal-setting: «idea»-listic instruments (mission, vision, strategy statements)	The structure of internal environment: activity-based, sphered, subjected methods. Managing internal environment artefacts. Mission, vision and strategies. Strategic planning, composition of goals. SMART goals. Roadmaps.	Mission and vision quiz, create and compare educational program mission using 2 methods – storytelling and components.	1. Compare mission, vision and strategy – mindmap or chart
5	Organisational structures and design	Organisational structure and design. Types of structures. Informal structure and organisational networking. Organisational design: stages and instruments. Business and support processes. Business process notation comparison. Business process efficiency evaluation.	Seminar 1. Case "Design organisation structure" and discussion Seminar 2. RACI model in use. Case and discussion	1. Peer-review of an essay (individual) 2. Preparation for midterm test #1 3. Cartography (individual)
6	Organisational life	The definition. 2 basic ap-	1. Midterm test #1 (TO top-	1. PP presentation "Lifecycle



	cycle	proaches to define the stage. L. Greiner, I. Adizes models of lifecycle. The difference between organisation, project and product cycles	ics 1-5) 2. Books presentation (part 1)	of the company X" (in groups) 2. Reader's diary (individual)
7	Performance management, evaluation models (quantative and qualitative approach)	Financial, tangible/intangible evaluation models. Balanced scorecard. Total quality management, lean production. Emotional intellect assessment.	Seminar 1 1. PP presentation "Lifecycle of the company X" (in groups) – 2 presentations 2. Operationalization exercise Seminar 2 Performance management – presentations & discussion	1. PP presentation "Performance management in real companies"
8	Change management	Managing resources in changes. Coping with change resistance. Reframing, change cycles	Case "Flowerbed", roleplay	1. Prepare for midterm test #2
9	The structure of OB	3 levels of organisational behavior studies. The main reasons to study. Several basic approaches to analyse OB	1. Midterm test #2 (TO topics #6,7,8) 2. Book presentations (part 2)	1. Reader's diary (individual) 2. Pass career anchor test (individual)
10	Individuals in organisations	Individual behavior analysis. Personality theories. Perception theories. Decisive models of individuals	Seminar 1 1. Career development discussion 2. Career anchor test discussion Seminar 2 1. Snowstorm exercise. Discussion about synergy scores	1. Self-reflection paper (individual)
11	Managing group and team behaviour	The definition of group (and team). The stage of group dynamics cycle. Formal and informal groups. The difference between group and team behavior. Group role theory (M. Belbin). Decisive models in groups. Stanley Milgram and Philipp Zimbardo experiments.	Belbin test and team roles discussion	1. Video case "Motivation 2.0"(individual) 2. Debates (read the rules)
12	Motivation theories overview	Motivation and reward systems in organization. Cases and comparison	Debates	1. Poster about leaders (in pairs or in groups)
13	Leadership	Leadership and authority. Forms, symbols and sources of authority in organisation. Leadership styles.	Poster session and discussion about leadership	Prepare for midterm test #3
14	Corporate culture: institutional model	Organisational culture: its role and functions. Cultural changes and artefacts. Storytelling and myths.	1. Midterm test #3 (OB topics 9-13) 2. Case "Identifying corporate culture"	Course reflection paper
15	Guest lecture. Trends and tendencies in OT	Guest lecture. Trends and tendencies in OT	Final discussion "Comparing expectation and reality in TOOB course"	None



9 Tools of instructions

Course assignments and tools of instructions are mostly interactive. We use pair work, discussions in small groups, active listening and reading, case studies and role playing games. Course structure also provides for at least 2 open lectures with business consultants or practitioners.

9.1 Teaching tips for instructors

We recommend to hire study assistants to organize a quick feedback system between students and tutors. We expect that tutor and study assistants (at least):

- 1) Provide clear assignment instructions
- 2) Provide feedback about the results and student's progress
- 3) Identify deadlines (due dates) for each assignment in LMS
- 4) Give no extra assignments unless anyone was warned about it.

It's recommended to gather the expectations about the course beforehand and conduct at least one feedback survey (after the first 4-5 classes) to understand the level of understanding, the correlation between the expected and the received content and format of studying.

9.2 Learning tips for students

Expectations

The students are expected to

- 1) follow the guidelines (the syllabus);
- 2) participate in creating a productive learning environment;
- 3) come to lectures and seminars on time and prepared;
- 4) participate in class discussions.

Rules

- 1) No phone calls can be made or taken during the class.
- 2). The use of Russian is not acceptable for any purposes during lectures and seminars. Students who use Russian will be considered absent from the class.
- 3). Late work is not accepted.
- 4) You are eligible to get a credit for a homework assignment only if you are present **in class** when it is due (seminar). Homework sent via email or submitted in person before or after class will not be accepted.

Additional guidelines

- 1) Let's speak and write in English: class discussions, questions and emails should be **held** and addressed in English. Emails and messages in Russian will not be answered
- 2) LMS. All homework, information about the deadlines and extra materials can be found here
- 3) VK group is devoted to:
 - questions about homework in the related topics
 - additional discussions
 - pictures, photos from the classes
- 4) Google docs: intermediate grades **for** each group https://docs.google.com/spreadsheets/d/1F_cisR-LhhlMmtGuFbL3Gva7uugxz8ZRLOybToIRZ1k/edit#gid=0



10 Student learning outcome evaluation

10.1 Grading methods for the evaluation of quality of learning during midterm assessment

We’ve presented the grading system for each of the home assignments in P.7.
 Approximate list of questions for midterm assessment.

1. Organization as a subject of discussion. The denition of organization
2. Types of organizations, typologies and classifications
3. Organization as a system. Systematic laws – dynamic and static
4. The evolution of organization theory. Classical stage. Behavioral stage. Process approach. System approach. Case approach. Quantative approach. The echoes of the approaches.
5. Classifying and clarifying types of organizations. Organization as a system. Systematic laws (static and dynamic)
6. Open and private systems. The structure of external environment. Organisation boundaries. Micro and macro context. EFE matrix, Porter's 5 Forces model.
7. The structure of internal environment: activity-based, subjected (institutional) methods. Managing internal environment artefacts. Mission, vision and strategies. Strategic planning, composition of goals. SMART goals.
8. Organisational structure and design. Star model. Types of structures. 6 dimensions of organization structure design. Informal structure and organisational networking. Organisational design: stages and instruments. Business and support processes. Business process notation comparison..
9. The definition. 2 basic approaches to define the stage. L. Greiner, I. Adizes models of lifecycle. The difference between organisation, project and product cycles
10. Financial, tangible/intangible evaluation models. Balanced scorecard. Total quality management, lean production. Emotional intellect assessment.
11. Managing resources in changes. Coping with change resistance. Reframing, change cycles
12. 3 levels of organisational behavior studies. The main reasons to study. Several basic approaches to analyse OB
13. Individual behavior analysis. Personality theories. Perception theories. Decisive models of individuals
14. The definition of group (and team). The stage of group dynamics cycle. Formal and informal groups. The difference between group and team behavior. Group role theory (M. Belbin). Decisive models in groups. Stanley Milgram and Philipp Zimbardo experiments.
15. Motivation and reward systems in organization. Cases and comparison
16. Leadership and authority. Forms, symbols and sources of authority in organisation. Leadership styles.
17. Organisational culture: its role and functions. Cultural changes and artefacts. Storytelling and myths.

11 Grades

The cumulative grade (Gcumulative) consists of all the points received for the assignments. We exchange the sum of the points received in the following way (see the table below).

Exchange table (from the POTs – Points, Organization theory and POBs – Points. Organization behaviour to HSE Grades)	
10	330+
9	298-329
8	264-297
7	230-263



6	198-229
5	164-197
4	130-163
3	98-129
2	64-97
1	0-63

Bonuses available according to the points gained

Breakfast with business leader from your topic of interest	350+
Tour to the company (TBA)	320+
DellEMC visit or training (TBA)	300+
Access to Nordic business game	250+
Opportunity to double points for one of the workshops	190+
Opportunity to send 1 homework paper after the deadline	160+

Students whose cumulative grade is 8 or higher have an option of converting their cumulative grade into their final grade without taking the final exam.

The final grade consists of the cumulative grade and the final exam grade and is calculated as follows:

$$G_{\text{final}} = 0,7 \cdot G_{\text{cumulative}} + 0,3 \cdot G_{\text{exam}}$$

Rounding of cumulative and final grades is arithmetical.

12 Academic and informational discipline coverage (materials for discipline)

12.1 Main readings

- 1) Теория организации: Учебник / Б.З. Мильнер. - 8-е изд., перераб. и доп. - М.: ИНФРА-М, 2012. - 848 с. – (online version - <http://proxylibrary.hse.ru:2144/bookread2.php?book=325598>)
- 2) Stanford N. (2010) Economist Guide to Organisation Design : Creating high performance and adaptable enterprises. – (online version - <http://site.ebrary.com/lib/hselibrary/reader.action?docID=10235176>)
- 3) Michael Armstrong and Stephen Taylor (2014). Armstrong's Handbook of Human Resource Management Practice, 13th Edition. Kogan Page (online version - <http://proxylibrary.hse.ru:2099/toc.aspx?bookid=65150>)
- 4) John B. Miner (2007). Organizational Behavior 4: From Theory to Practice. M. E. Sharpe, Inc. (online version - <http://proxylibrary.hse.ru:2099/toc.aspx?bookid=20745>)

12.2 Additional literature

- 1) Deborah G. Ancona, Thomas A. Kochan (2005). Managing for the Future: Organizational Behavior and Processes. South-Western College Pub.
- 2) Daft R.L. (2012). Organization Theory and Design. South-Western, Thomson Learning
- 3) Ivancevich J.M. Konopaske R.L. Matteson M.T. (2008) Organizational Behavior and Management. Wiley.
- 4) Luthans F. (2004) Organizational Behavior. McGraw-Hill Inc
- 5) Newstrom J.B. (2006) Organizational behavior: human behavior at work. McGraw-Hill, Inc
- 6) Adrian Wilkinson, Keith Townsend and Gabriele Suder (2015) Handbook of Research on Managing Managers. ElgarOnline (<https://proxylibrary.hse.ru:6076/view/9781783474288.xml>)



7) Chris Bilton and Stephen Cummings (2014). Handbook of Management and Creativity. ElgarOnline (<https://proxylibrary.hse.ru:6076/view/9781781000892.xml?rskey=vTabZA&result=3>)

12.3 Dictionaries

None.

12.4 Internet resources

May vary according to the task.

12.5 Programs

Spark.com, MS Office (Word, Excel, Powerpoint)

12.6 Information and reference systems

None

12.7 Distance learning support

LMS course Organisation theory and behaviour – presentations, additional material, due dates and collectors for home assignments, syllabus

GoogleDocs – special forms to assign the tasks and topics, grading system, feedback about the lectures and workshops, guest lectures (question to speakers, feedback)

VK.com group – e-business cards, photo/videos from classes, reminders about the tasks, frequently asked questions about the course

13 IT support and additional resources usage

We use flipchart paper, markers, facilitation cards, points during the workshops. We also use multimedia projector, screen, flipchart and white board. WIFI is also required for some in class activities.