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| **Program** | **Leaders at Work** |
| Course title | **Management Processes and Organizational Analysis** |
| Number of ECTS | 4 |
| Language of Teaching | English |
| Year and semester | Fall semester, 2022-2023 |
| Lecturer name | Dr. Dana Landau- Raviv |
| Lecturer email | [danaland@mta.ac.il](mailto:danaland@mta.ac.il) |
| Office hours | After session, by appointment |

**Course Details:**

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| Course Description | Management processes and organizational analysis presents an integrated approach to organizational concepts, management principles, philosophy, and theory in public and private organizations.  The course is designed to help students develop insights into the potential impact of their behavior and the behavior of others on the functioning of an organization.  For that purpose, the course addresses contemporary management challenges stemming from changing organizational structures, complex environmental conditions, new technological developments, and increasingly diverse workforces.  It builds theoretical background from which to analyze personal, group, and organizational behavior, and it develops analytical, communicational, organizational, and interpersonal skills useful to effective employers and managers. | | | |
| Learning Outcomes | After completing this course, the student should be able to:   * Use communication skills to present management concepts. * Apply critical thinking and analytical skills to: * Identify and evaluate relevant management issues and information. * Generating and evaluating possible solutions to management problems. * Identify and analyze material factors that are involved in management problems. * Determine and apply appropriate problem-solving techniques to management problems.   I hope that the experience and knowledge you will gain in this course will enable you to implement that learning through the successful development of your managerial/organizational position. | | | |
| Teaching Methods | The teaching approach for this course encourages independence, critical thinking, and cooperative learning. Students are expected to demonstrate their ability to recall facts, understand ideas, analyze, synthesize, and evaluate information.  Part of the information is presented through lectures, and assigned readings and part is gathered, explored, evaluated and organized by students, individually and in teams. | | | |
| Assignments and Requirements | Your evaluation is based on both individual and team contributions to the class. Specific assignments and grade proportions are described below. | | | |
| Grade composition | **Individual Work**   * *Class Preperation*: Attendance and a ‘one-minute memo’. (20%)  |  | | --- | | **Team Work** | | * *Team case report*: Written report (50%) class presentation (30%). * Presentation grade is personal and will be given separately for each presenter. | |  | |  | | | | |
| Work Parameters  (Per week-13 weeks) | Contact hours in lecture form | Assignments  (hours) | Reading  (hours) | Self-Study  (hours) |
| 2 | 2 | 2 | 2 |
| Attendance | Students must attend 80% of the sessions. Unexcused absences exceeding 20% (more than 3 during the semester) will result in an “incomplete” grade in the course. | | | |

**INDIVIDUAL WORK: CLASS PREPERATION (20%)**

Class preparation has three major components: attendance, participation and group work.

***Attendance***

This course uses learning methods that require active involvement (e.g., discussions, exercises, etc.). Thus, attendance is required for every class session. Absence, lateness, and lack of preparation each have a negative impact on the class participation grade. More than four absences will reduce your class preparation grade.

***Participation and Group Work***

I do not explicitly grade class participation in this course. However, students are expected to prepare for each class and to participate actively in the discussions. Class discussion encourages the active exchange of ideas and is one of the primary ways that you will learn the material in this course. These groups involve students engaging in short, informal discussions, often in response to a particular question and/or short reading. Students will discuss or answer a prepared question, define or give examples of key concepts. The best discussions are those in which students make judgments regarding the relative merits, relevance, or usefulness of an aspect of the lecture. A general class discussion, in which students share ideas or questions that arose within their subgroups, will be held in class.

**GROUP CASE REPORT AND PRESENTATION**

Within course requirements, you must hand- in a small group project.

The project will involve selecting a situation in a real company and performing an organizational diagnosis of it. The organization can be one you research through public sources, or it can be a company where one of you works or has access to.

**Deliverables:**

* **Class 5: 28.11:**  Teams submit a 1-2-page proposal for their final report.
* **Class 10: 2.1:**- we will have a ‘team consultation’ meeting during our class session. During this meeting, project teams will use class time to work on their project outlines.  I will be on-hand in the classroom to answer questions and provide assistance if needed.
* **Class 13: 23.1** - Teams deliver 15 minute final presentation on the last day of class.
* **Paper Submission-** 23.2.23- via email.

The project is a problem or situation relevant to the range of subjects taught in the course. Its purpose is to present you with the opportunity to apply material you have learned in the course (in lectures, reading material, and class discussions) to a “real” organizational situation related to organization research.

For this purpose, teams will choose an organization to investigate. Teams should select an organization for which they anticipate substantial access to information.

The final, written, report must contain three essential components:

1. ***Clear statement of a business problem/issue including its primary causes/characteristics and consequences/possible implications****.* Teams can focus on problems/issues identified directly by organizational members or problems/issues that team members identify directly through their investigation (these may be unknown to the organization). The report must contain background information to establish an appropriate context for the problem/issue that teams describe. Concepts and theories provided in the text and lectures should provide the framework for the analysis of antecedent conditions and current or anticipated outcomes of the specific problem/issue identified.
2. ***Actionable recommendations****.*  Teams must provide actionable recommendations to the problem/s and/or situation/s described above. Teams must explain how each recommendation targets key antecedent conditions responsible for specific problems. Concepts and theories presented in the text and lectures should provide the basis for such recommendations. .
3. ***Conclusions-*** Conclude by clarifying the significance of the issue/s you have chosen. In other words, explain why, to your opinion, the topic/s you have chosen and the report you have prepared discuss something important that contributes to our understanding of businesses and their management or administration.

**NOTE**: If you cannot gain access to any organization, you can also choose organizations that you can get information from public data sources as your target of analysis. In this way, you may collect data from data banks of university, from newspapers and magazines, and any other public sources. **ATTENTION**: any sources used must be explicitly referred, and a comprehensive reference list is required

**Presentations**:

Team presentations should be professional, polished and engaging. Presentation time should not exceed 15 minutes. All presentations will take place at the last meeting/s of class. PowerPoint slides or other visual aids should be used to enhance the clarity of the presentation. Preparation and time management are critical.

Key style criteria include smooth delivery, use of visual aids/equipment, pacing, creativity, clarity and innovation. Presentation grade will be given to each presenter on an individual basis, according to the quality of the presentation.

All major written assignments should adhere to the following guidelines:

* Duble-spaced, single-sided, size 12 font, 8.5x11 paper.
* Use subheadings (sections) to enhance clarity.
* Ensure that the use of course concepts is explicit and appropriate.
* Use only one term per concept or issue – avoid synonyms.
* Be concise – avoid passive voice and long sentences.
* Emphasize the evidence – eliminate unfounded speculation and opinion.
* Use correct spelling and grammar.
* Designate a “team chief editor“to ensure continuity and a common voice.

**COURSE SCHEDULE AND TOPICS**

1. *The magic of the secret components: A few facts about organizations and Organizational Behavior*

(Class meetings; 31.10; 7.11)

* Introduction: Love, engagement and organizational Success- What do they have in common?
* Organizational behavior: Essence and contents.
* Oganizational misbehavior (OMB): what it is about? and how it fits into the discourse?

**Readings**

* Barsade, S. & O'Neill, O.A. (2014). Employees who feel love perform better. *Harvard Business Review, January13th.* [Employees who feel love perform better](https://hbr.org/2014/01/employees-who-feel-love-perform-better/).
* Bigham, B. (2020). 5 Employee Engagement Trends In The Era of Coronavirus. [employee engagement trends](https://www.15five.com/blog/7-employee-engagement-trends-2019/)
* Garrad, L. & [Chamorro-Premuzic](https://hbr.org/search?term=tomas+chamorro-premuzic), T. (2016). The dark side of high employee engagement. *Harvard Business Review, August 16th.* [the dark side of engagement](https://hbr.org/2016/08/the-dark-side-of-high-employee-engagement).
* Gino, F. (2016).  ["Let Your Workers Rebel."](https://www.hbs.edu/faculty/Pages/download.aspx?name=Let%20your%20workers%20rebel.pdf)Special Issue on The Big Idea. Harvard Business Review (website) (October–November 2016). [Let your workers rebel](https://www.hbs.edu/ris/Publication%20Files/Let%20your%20workers%20rebel_b87d0da9-de68-45be-a026-22dee862e6e4.pdf)
* [Scott D. Anthony](https://hbr.org/search?term=scott%20d.%20anthony). (2016). Kodak’s Downfall Wasn’t About Technology, 2016

1. *Diving to macro*

(Class meetings: 21.11; 28.11)

* Born to succeed or not? Factors that affect organizational prosperity
* Find the common - a framework for understanding organizations and the forces that drive them.

**Readings**

* Harrison et-al, (2018). “Why Amazon’s Grocery Store May Not Be the Future of Retail”. <https://hbr.org/2018/02/why-amazons-grocery-store-may-not-be-the-future-of-retail>
* Kmia, O. (2018). “Why Kodk Died and Fujifilm Thrived: A Tale of Two Film Companies”. [why Kodak died](https://petapixel.com/2018/10/19/why-kodak-died-and-fujifilm-thrived-a-tale-of-two-film-companies/)
* Rigby, K. R. (2011). “The Future of Shopping.” <https://hbr.org/2011/12/the-future-of-shopping>

1. *Challenges* ***and*** *values; Challenges* ***as*** *values*

(Class meetings: 5.12; 12.12)

• Post-Corona Management: The Guide to the new world and a few more challenges.

• Excellence as a value and as a challenge: The birth of CSR.

**Readings**

* Joost. (2021). Zappos's Evolution: From Holacracy To Market-Based Dynamics. Corporate Rebels. <https://corporate-rebels.com/zappos-market-dynamics/?mc_cid=5487d2795e&mc_eid=67997bb23d>
* McKinsey Quarterly (July 20th, 2020). The CEO Moment: Leadership in a new era. [The CEO Moment](https://www.mckinsey.com/featured-insights/leadership/the-ceo-moment-leadership-for-a-new-era).
* McKinsey Quarterly (May 15th, 2020). From thinking about the Next Normal to Making it Work. [from thinking to making it work](https://www.mckinsey.com/featured-insights/leadership/from-thinking-about-the-next-normal-to-making-it-work-what-to-stop-start-and-accelerate)

1. “Back to the Future” OR “How did we get here?”

(Class meetings: 19.12; 26.12; 2.1)

* The development of management thinking up to the 21st century

**Readings**

* Hamel, G. (2014). Bureaucracy Must Die. HBR, Novenmer 4th. [bureaucracy-must-die](https://hbr.org/2014/11/bureaucracy-must-die)
* Hamel, G. (2020). How to break free of bureaucracy in the workplace. [break-free-bureaucracy-](https://finance.yahoo.com/news/break-free-bureaucracy-workplace-123843523.html?guce_referrer=aHR0cHM6Ly93d3cuZ29vZ2xlLmNvbS8&guce_referrer_sig=AQAAAH&guccounter=2)
* [Kayser](https://www.linkedin.com/in/thomas-kayser-a6046622), T. (2014). Bureaucracy: Alive and Well as It Keeps Evolving. Linkedin, april, 16th. [bureaucracy alive and well](https://www.linkedin.com/pulse/20140416170104-78767208-bureaucracy-alive-and-well-as-it-keeps-evolving)

1. “Mission impossible”: Managing in Complex Dynamic Environments:

(Class meetings; 9.1; 16.1)

* The certainty of Uncertainty.

**Readings**

* Levin, R. (2020). “Why SWOT is essential for a successful COVID-19 recovery”. [SWOT and CORONA](https://www.dentistryiq.com/covid-19/article/14176510/why-swot-is-essential-for-a-successful-covid19-recovery)
* Roberts, s. (2020). Embracing the uncertainties**.** [embracing uncertainties](https://www.nytimes.com/2020/04/07/science/coronavirus-uncertainty-scientific-trust.html)

1. *Course wrap up and class presentations*

(Class meetings: 23.1)