

**FEDERAL STATE BUDGET EDUCATIONAL
INSTITUTION OF HIGHER EDUCATION
“LOMONOSOV MOSCOW STATE UNIVERSITY”**

FACULTY OF ECONOMICS

«APPROVED»

Dean of the Faculty of Economics, MSU

professor _____ A.A.Auzan

«__» _____ 2021

COURSE SYLLABUS

Course title:

ORGANIZATIONAL BEHAVIOR

Level of higher education:

MASTER STUDIES

Field of study:

38.04.02. MANAGEMENT

Mode of study:

FULL-TIME

Course syllabus is considered and approved by
the Educational and Methodological Council of the Faculty of Economics
(minutes № _____, date)

Moscow 2021

The course syllabus is developed in accordance with the self-established MSU educational standard (ES MSU) for implemented main professional educational programs of higher education for Master's degree in the field of study 38.04.02. Management

ES MSU is approved by the decision of MSU Academic Council dated December 28, 2020, minutes №7

Year (years) of enrollment: 2021 and forthcoming

1. Place and status of the course in the structure of the Master program

Course status: *obligatory*

Trimester: 1

2. Course Prerequisites

This discipline is based on the knowledge and skills acquired as a result of studying following courses:

— Module 2 (General Part) ‘Statistics’, Admission Exam Programme «International Business Management»

— Module 3 (General Part) ‘Management of the Organization’, Admission Exam Programme «International Business Management».

3. Intended learning outcomes (ILO) of the course associated to the required competencies of the graduates

Competencies of graduates (codes)	Indicators of achievement of competencies	Intended learning outcomes of the course (module) associated to the required competencies of the graduates
UC-4. Capable of organizing and managing the work of a team (group), developing and implementing a team strategy to achieve the goal	UC-4.I-1. Forms an effective team	UC-4.I-1.K-1. Knows the basic models of team building and factors affecting the effectiveness of teamwork
		UC-4.I-1.K-2. Knows the basic modern technologies of organizing the activities of teams, including virtual ones
		UC-4.I-1.A-1. Able to distribute roles in a team taking into account the individual characteristics of the participants
		UC-4.I-1.A-2. Able to set a clearly formulated task for each team member, taking into account his/her role
		UC-4.I-1.A-3. Able to choose methods of organizing the work of the team, taking into account the specifics of the goal, time and other restrictions
		UC-4.I-1.A-4. Able to plan the work of the team to achieve its goals and assess the necessary resources
	UC-4.I-2. Coordinates and directs the activities of the team members to achieve the set goal, taking into account the peculiarities of the behavior of its	UC-4.I-2.K-1. Knows the basic methods of analyzing interaction in a team
		UC-4.I-2.K-2. Knows the basic principles and modern technologies for the implementation of an effective communication process

	participants, time and other restrictions	<p>UC-4.I-2.A-1. Able to maintain an atmosphere of cooperation and achievement of goals in the team, showing the value of each participant's contribution</p> <p>UC-4.I-2.A-2. Able to provide effective feedback to team members on intermediate and final results of work</p> <p>UC-4.I-2.A-3. Able to identify conflicts that arise in the process of teamwork, and constructively manage them</p> <p>UC-4.I-2.A-4. Able to use various types of communication to ensure effective interaction of team members, including virtual</p>
UC-5. Capable of applying modern communication technologies, including ones in a foreign language (foreign languages), for academic and professional interaction	UC-5.I-1. Compiles documents (letters, essays, abstracts, etc.) for academic and professional interaction in accordance with the norms of Russian and foreign languages	UC-5.I-1.K-1. Knows the ways of using information and communication technologies for collecting, storing, processing, presenting and transmitting information
		UC-5.I-1.K-1. Able to find and analyze the information necessary for the qualitative performance of academic and professional tasks and the achievement of professionally significant goals, including ones in a foreign language
		UK-5.I-1.A-2. Able to compose, edit in Russian and/or a foreign language, perform a correct translation from a foreign language into Russian and from Russian into a foreign language of various academic and professional texts
	UC-5.I-2. Presents the results of academic and professional activities at events of various formats, including international ones	UC-5.I-2.K-1. Knows the basic concepts of the organization of interpersonal interaction in the information environment
		UC-5.I-2.A-1. Able to establish and develop academic and professional contacts, including in the international environment, in accordance with the goals, objectives and conditions of activity
	UC-5.I-3. Participates in academic and professional discussions, including in a foreign language(s)	UC-5.I-3.A-1. Able to perceive and analyze information in Russian and foreign languages in the process of academic and professional interaction
UC-5.I-3.A-2. Able to conduct academic and professional discussions in Russian and/or a foreign language, arguing for their positions and ideas		
UC-6. Able to analyze and take into account the diversity of	UC-6.I-1. Has an idea of the essence and principles of the analysis of cultural	UC-6.I-1.A-1. Knows the methods of analysis and consideration of the diversity of cultures in the process of intercultural interaction

cultures in the process of intercultural interaction	diversity in the process of intercultural interaction	UC-6.I-1.K-2. Knows the norms of intercultural interaction taking into account the diversity of cultures
	UC-6.I-2. Demonstrates the ability to analyze and take into account the diversity of cultures in the process of intercultural interaction	UC-6.I-1.A-1. Able to analyze the diversity of cultures in the process of intercultural interaction UK-6.I-1.A-2. Able to build intercultural interaction taking into account the diversity of cultures
GPC-1. Capable of solving professional tasks based on knowledge (at an advanced level) of economic, organizational and managerial theory, innovative approaches, generalization and critical analysis of management practices	GPC-1.I-1. Applies innovative approaches, models of economic, organizational and managerial theories to the extent necessary to solve professional tasks	GPC-1.I-1.K-1. Knows the provisions and models of economic, organizational and managerial theory (at an advanced level) and the specifics of their application in the field of their professional activities
		GPC-1.I-1.K-2. Knows the boundaries of the application of innovative approaches and models of economic, organizational and managerial theories
	GPC-1.I-1.A-1. Able to reasonably apply theoretical models and innovative approaches to solving professional tasks	
GPC-1.I-2. Conducts a critical analysis of management practices and applies the results of the analysis to solve professional problems	GPC-1.I-2.K-1. Knows modern management practices	GPC-1.I-2.A-1. Able to critically evaluate and reasonably apply the best management practices in the field of his professional activity
PC-12. Capable of independently creating and adapting existing foreign and domestic programs for human resource planning, utilization and development at the individual, group and workforce levels to achieve the strategic leadership of an organization	PC-12.I-1. Conducts a critical analysis of foreign and domestic programs for human resource planning, utilization and development	PC-12.I-1.K-1. Knows main domestic and foreign programs for human resource planning, utilization and development
		PC-12.I-1.A-1. Able to critically evaluate advantages and disadvantages of foreign and domestic programs for human resource planning, utilization and development
	PC-12.I-2. Develops programs for company's human resource planning, utilization and development that contribute to the achievement of the organization's strategic leadership	PC-12.I-2.A-1. Able to develop programs for company's human resource planning, utilization and development at the individual, group and workforce levels

4. Workload of the course by types of activity

The workload of the discipline is 3 ECTS: 108 academic hours, including 52 academic hours of contact work with a professor, 56 academic hours of

self-directed studies.

5. Learning format: full-time, with the use of educational platform On.Econ and distant learning technologies (Zoom)

6. Content of the course structured by topics (sections) indicating the number of academic hours allocated to them and types of training

Title and brief content of sections and topics of the course (module), Form of assessment for the course (module)	Total (hours)	Including							
		Contact work (work in contact with a professor) <i>Types of contact work, hours</i>				Student self-directed studies <i>Types of self-directed studies, hours</i>			
		Seminars	Group consultations	Individual consultations	Total	Essays: writing and opposing	Written assignments	Final group project	Total
Introduction to the course. Methodology of Organizational Behavior	6	2	-	2	4	-	-	2	2
Business Ethics and Social Responsibility	8	2	2	-	4	1	1	2	4
Individual and organization: features of perception	7	2	-	2	4	1	1	1	3
Groups and group dynamics	7	2	2	-	4	1	1	1	3
Motivation	14	4	2	2	8	2	2	2	6
Organizational Design	14	4	2	2	8	2	2	2	6
Organizational Development	14	4	2	2	8	2	2	2	6
Leadership	14	4	2	2	8	2	2	2	6
Midterm assessment (control): — Defense of the final group project	24	4	-	-	4	-	-	20	20
Total	108	28	12	12	52	11	11	34	56

Brief content of the course topics

Topic 1. Introduction to the course. Methodology of Organizational Behavior (OB)

- 1.1. Organizational Behavior – terms, objectives, specifics, approaches.
- 1.2. OB and behavioral sciences.
- 1.3. OB and organizational efficiency.
- 1.4. Models of OB.

Topic 2. Business Ethics and Corporate Social Responsibility (CSR)

- 2.1. Ethics and business ethics.
- 2.2. Effects of and barriers to business ethics in organization.
- 2.3. Code of ethics and benefits.
- 2.4. CRS and various views on CSR.
- 2.5. Social audit and how it influence organizational performance.

Topic 3. Individual and organization: features of perception

- 2.1. HR diversity and organizational performance.
- 2.2. Individual differences.
- 2.3. Perception process and its features. Attribution theory and distortions of perception.

Topic 4. Groups and Group Dynamics

- 4.1. Characteristics of Groups. Group types.
- 4.2. Group Development Models.
- 4.3. Internal and external factors influencing group behavior.
- 4.4. Roles in groups.
- 4.5. Conflicts.

Topic 5. Motivation

- 5.1. Motivation process and rewards.
- 5.2. Behavior reinforcement.
- 5.3. Evaluation and motivation.
- 5.4. Content theories of motivation.
- 5.5. Process theories of motivation.
- 5.6. Motivation in practice.

Topic 6. Organizational Design

- 6.1. The importance of organizational structure and design in developing organizational performance.
- 6.2. Traditional organizational structures and new approaches to organizational design.
- 6.3. Organization Life Cycle and OB.

Topic 7. Organizational Development (OD)

- 7.1. The role of organizational culture in OD.
- 7.2. OD: change management. Driving and restraining forces.
- 7.3. Conflict management.

Topic 8. Leadership

- 8.1. Leader, Leadership, Followers
- 8.2. Leadership styles
- 8.3. Content leadership theories
- 8.4. Situational Leadership.

Midterm assessment (control): Defense of the final group project

7. Assessment tools to assess the course learning outcomes

7.1. Sample assessment tools:

Learning outcomes of the course	Types of assessment tools
<p>UC-4.I-1.K-1. Knows the basic models of team building and factors affecting the effectiveness of teamwork</p>	<ul style="list-style-type: none"> • Participation in discussions in-class • Essay • Opposing an essay • Written assignments • Defense of the final group project
<p>UC-4.I-1.K-2. Knows the basic modern technologies of organizing the activities of teams, including virtual ones</p>	<ul style="list-style-type: none"> • Participation in discussions in-class • Essay • Opposing an essay

	<ul style="list-style-type: none"> • Written assignments • Defense of the final group project
UC-4.I-1.A-1. Able to distribute roles in a team taking into account the individual characteristics of the participants	<ul style="list-style-type: none"> • Defense of the final group project
UC-4.I-1.A-2. Able to set a clearly formulated task for each team member, taking into account his/her role	<ul style="list-style-type: none"> • Defense of the final group project
UC-4.I-1.A-3. Able to choose methods of organizing the work of the team, taking into account the specifics of the goal, time and other restrictions	<ul style="list-style-type: none"> • Defense of the final group project
UC-4.I-1.A-4. Able to plan the work of the team to achieve its goals and assess the necessary resources	<ul style="list-style-type: none"> • Defense of the final group project
UC-4.I-2.K-1. Knows the basic methods of analyzing interaction in a team	<ul style="list-style-type: none"> • Participation in discussions in-class • Essay • Opposing an essay • Written assignments • Defense of the final group project
UC-4.I-2.K-2. Knows the basic principles and modern technologies for the implementation of an effective communication process	<ul style="list-style-type: none"> • Participation in discussions in-class • Essay • Opposing an essay • Written assignments • Defense of the final group project
UC-4.I-2.A-1. Able to maintain an atmosphere of cooperation and achievement of goals in the team, showing the value of each participant's contribution	<ul style="list-style-type: none"> • Participation in discussions in-class • Opposing an essay • Defense of the final group project
UC-4.I-2.A-2. Able to provide effective feedback to team members on intermediate and final results of work	<ul style="list-style-type: none"> • Participation in discussions in-class • Opposing an essay • Defense of the final group project
UC-4.I-2.A-3. Able to identify conflicts that arise in the process of teamwork, and constructively manage them	<ul style="list-style-type: none"> • Participation in discussions in-class • Opposing an essay • Defense of the final group project
UC-4.I-2.A-4. Able to use various types of communication to ensure effective interaction of team members, including virtual	<ul style="list-style-type: none"> • Participation in discussions in-class • Opposing an essay • Defense of the final group project

<p>UC-5.I-1.K-1. Knows the ways of using information and communication technologies for collecting, storing, processing, presenting and transmitting information</p>	<ul style="list-style-type: none"> • Participation in discussions in-class • Essay • Opposing an essay • Written assignments • Defense of the final group project
<p>UC-5.I-1.K-1. Able to find and analyze the information necessary for the qualitative performance of academic and professional tasks and the achievement of professionally significant goals, including ones in a foreign language</p>	<ul style="list-style-type: none"> • Participation in discussions in-class • Essay • Opposing an essay • Written assignments • Defense of the final group project
<p>UK-5.I-1.A-2. Able to compose, edit in Russian and/or a foreign language, perform a correct translation from a foreign language into Russian and from Russian into a foreign language of various academic and professional texts</p>	<ul style="list-style-type: none"> • Participation in discussions in-class • Essay • Opposing an essay • Written assignments • Defense of the final group project
<p>UC-5.I-2.K-1. Knows the basic concepts of the organization of interpersonal interaction in the information environment</p>	<ul style="list-style-type: none"> • Participation in discussions in-class • Essay • Opposing an essay • Written assignments • Defense of the final group project
<p>UC-5.I-2.A-1. Able to establish and develop academic and professional contacts, including in the international environment, in accordance with the goals, objectives and conditions of activity</p>	<ul style="list-style-type: none"> • Participation in discussions in-class • Essay • Opposing an essay • Written assignments • Defense of the final group project
<p>UC-5.I-3.A-1. Able to perceive and analyze information in Russian and foreign languages in the process of academic and professional interaction</p>	<ul style="list-style-type: none"> • Participation in discussions in-class • Essay • Opposing an essay • Written assignments • Defense of the final group project
<p>UC-5.I-3.A-2. Able to conduct academic and professional discussions in Russian and/or a foreign</p>	<ul style="list-style-type: none"> • Participation in discussions in-class

language, arguing for their positions and ideas	<ul style="list-style-type: none"> • Essay • Opposing an essay • Written assignments • Defense of the final group project
UC-6.I-1.A-1. Knows the methods of analysis and consideration of the diversity of cultures in the process of intercultural interaction	<ul style="list-style-type: none"> • Participation in discussions in-class • Essay • Opposing an essay • Written assignments • Defense of the final group project
UC-6.I-1.K-2. Knows the norms of intercultural interaction taking into account the diversity of cultures	<ul style="list-style-type: none"> • Participation in discussions in-class • Essay • Opposing an essay • Written assignments • Defense of the final group project
UC-6.I-1.A-1. Able to analyze the diversity of cultures in the process of intercultural interaction	<ul style="list-style-type: none"> • Participation in discussions in-class • Essay • Opposing an essay • Written assignments • Defense of the final group project
UK-6.I-1.A-2. Able to build intercultural interaction taking into account the diversity of cultures	<ul style="list-style-type: none"> • Participation in discussions in-class • Essay • Opposing an essay • Written assignments • Defense of the final group project
GPC-1.I-1.K-1. Knows the provisions and models of economic, organizational and managerial theory (at an advanced level) and the specifics of their application in the field of their professional activities	<ul style="list-style-type: none"> • Participation in discussions in-class • Essay • Opposing an essay • Written assignments • Defense of the final group project
GPC-1.I-1.K-2. Knows the boundaries of the application of innovative approaches and models of economic, organizational and managerial theories	<ul style="list-style-type: none"> • Participation in discussions in-class • Essay

	<ul style="list-style-type: none"> • Opposing an essay • Written assignments • Defense of the final group project
GPC-1.I-1.A-1. Able to reasonably apply theoretical models and innovative approaches to solving professional tasks	<ul style="list-style-type: none"> • Participation in discussions in-class • Essay • Opposing an essay • Written assignments • Defense of the final group project
GPC-1.I-2.K-1. Knows modern management practices	<ul style="list-style-type: none"> • Participation in discussions in-class • Essay • Opposing an essay • Written assignments • Defense of the final group project
GPC-1.I-2.A-1. Able to critically evaluate and reasonably apply the best management practices in the field of his professional activity	<ul style="list-style-type: none"> • Participation in discussions in-class • Essay • Opposing an essay • Written assignments • Defense of the final group project
PC-12.I-1.K-1. Knows main domestic and foreign programs for human resource planning, utilization and development	<ul style="list-style-type: none"> • Participation in discussions in-class • Essay • Opposing an essay • Written assignments • Defense of the final group project
PC-12.I-1.A-1. Able to critically evaluate advantages and disadvantages of foreign and domestic programs for human resource planning, utilization and development	<ul style="list-style-type: none"> • Participation in discussions in-class • Essay • Opposing an essay • Written assignments • Defense of the final group project
PC-12.I-2.A-1. Able to develop programs for company's human resource planning, utilization and development at the individual, group and workforce levels	<ul style="list-style-type: none"> • Participation in discussions in-class • Essay • Opposing an essay

- Written assignments
- Defense of the final group project

7.2. Course assessment criteria (scores):

Types of assessment tools	Score
Participation in discussions in-class	21
Essay	32
Opposing an essay	12
Written assignments (homework and control tasks, analysis of situations)	55
Defense of the final group project	30
Total	150

7.3. Grade for the course is determined based on the following criteria:

Grade	Minimum score	Maximum score
<i>Excellent</i>	127,5	150,0
<i>Good</i>	97,5	127,0
<i>Satisfactory</i>	60,0	97,0
<i>Failed</i>	0,0	59,5

Note: in case a student's score obtained during the trimester is less than 20% of the maximum score of the discipline, the following rule of passing the course should be applied at the midterm assessment (and further re-examination): 'a student can obtain only a satisfactory mark and only in case she/he receives for the midterm assessment, including all the course material, no less than 85% of the score allocated to this assessment'.

7.4. Typical tasks and other materials necessary to assess the learning outcomes:

— *Questions for discussions*

- Modern organizational environment and knowledge based organizations.
- Changes in the external environment: globalization, ICT, total quality management, workforce diversity.
- Organizational culture concept.
- Team integrity. Required conditions for high group efficiency.

- Innovation teams creation. Required skills: technical, administrative, communicative, decision making, problem solving.
- Approaches to leadership.
- Traditional leadership concepts. Trait theories. Leadership styles. Situational Leadership.
- Modern leadership theories: attributive leadership, charismatic leadership, transformational leadership.
- Organizational culture measurement. Relationship between culture and strategy. Organizational culture management.
- Learning organizations.
- Organizational change and performance.
- Change restraining forces.
- Changes in technologies, product, people, etc.
- Organizational Development.

— *Practical homework (assignment)*

Example of a practical task: Prepare an essay “How can organizations motivate different generations?”

— *Group Project*

Group project should be done in groups of 4-5 students. Students are required to conduct a group research of an OB issue facing an organization or a group of organizations. Using principles of positive OB students must demonstrate how individuals, groups and organizations can increase work efficiency facing corporate change and globalization. The project should be defended during the exam.

Research questions examples:

- To what extent does ethics influence people behavior in organizations?
- What are the management functions in task organizations?
- Why globalization is important for OB?
- How does the global approach affect the organizational learning?

7.5. Methodological guidelines and assignment requirements:

All assignments must be completed in strict accordance with the requirements set out at the course page at the educational platform On.Econ.

8. Resources

8.1. List of main and additional literature

Main literature:

1. Laurie J. Mullins, Management and Organizational Behavior, 11th edition, Prentice-Hall, 2016.
2. Stephen P. Robbins, Timothy A. Judge, Essentials of Organizational Behavior, 13th edition, Pearson, 2016

Additional literature:

3. Ichak Adizes Ph.D. (Author), Management/Mismanagement Styles, 2004
4. Ichak Adizes, Managing Corporate Lifecycles Hardcover, 2014
5. Marcus Buckingham, Now, Discover Your Strengths, 2001
6. Christensen, C. & Raynor, M. E. (2003). Why hard-nosed executives should care about management theory. Harvard Business Review, September, pp. 7-14
7. Rosenzweig, P. M. (2007). Misunderstanding the Nature of Company Performance: The Halo Effect and Other Business Delusion. Harvard Business Review, August
8. Eagly, A.H., & Linda, L.C. (2007). Women and the Labyrinth of Leadership. Harvard Business Review, September, 63-71.
9. “Why Incentive Plans Cannot Work”, by Alfie Kohn. September – October, 1993. Harvard Business Review, pp. 54-63.
10. Gruenfeld, D., Keltner, D. & Andersen, C. (2005). Power, Approach, and Inhibition. Harvard Business Review, May.
11. “What Leaders Really Do”, by John Kotter. May - June, 1990. Harvard Business Review, 103 - 111.
12. Kahneman, D., et al. “Would You be Happier if You Were Richer?”, by June 2006. Science, pp. 1908 - 1910.
13. Brickman, P., Coates, D. & Janoff-Bulman., R. (1978). “Lottery Winners and Accident Victims: Is Happiness Relative?”(1978) , Journal of Personality and Social Psychology, pp 917-927.
14. Coutu, D. L. (2002). “How Resilience Works”, Harvard Business Review, 46-55.

8.2. List of licensed software

Package of Software ‘Microsoft Office’.

8.3. List of professional databases and information referral systems

Institutional subscription resources of the Faculty of Economics, MSU.

8.4. List of Internet resources (if necessary)

— <http://hbr.org/>

— <http://www.mckinsey.com/russianquarterly>

— www.aom.org

8.5. Description of material and technical support

For the appropriate organization of classes, the following equipment is needed:

- ‘ON.ECON’ electronic educational information environment of the Faculty of Economics, Lomonosov Moscow State University
- multimedia class with a video projector, Internet access
- Institutional subscription resources of the Faculty of Economics, MSU.

9. Language of instruction: *English*

10. Professors: Doctor in Economic Sciences, Professor Razumova T.O., Candidate in Economic Sciences, Assoc.Prof. Zolotina O.A., Candidate in Economic Sciences, Assoc.Prof. Burak I.D.

11. Syllabus authors: Doctor in Economic Sciences, Professor Razumova T.O., Candidate in Economic Sciences, Assoc.Prof. Zolotina O.A., Candidate in Economic Sciences, Assoc.Prof. Burak I.D.