Management and Organizational Behavior

ECTS : 3

Volume horaire : 18

Description du contenu de l'enseignement :

This course introduces students to the principles of management and organizational behavior, focusing on how individuals and groups interact within organizations and how managers can foster effective, ethical, and motivating work environments. Through case studies, interactive discussions, and self-reflective exercises, students will build a foundational understanding of what makes organizations function successfully -- from decision-making and leadership to motivation, communication, and culture.
While students may not yet have extensive professional experience, the course will help them make sense of the dynamics they will soon encounter in internships, team projects, and early career roles. It will also strengthen their analytical, relational, and communication skills -- essential assets for future professionals in any field.
This course aims to:

- Introduce the main theories and models of organizational behavior;
- Explain how management principles influence individual and collective performance;
- Develop students' understanding of motivation, leadership, communication, and teamwork;
- Encourage reflection on their own values, strengths, and interpersonal style;
- Prepare students to navigate organizational life with confidence and awareness.

This course is on Moodle. 1 **Introduction to Management and Organizational Behavior** - Introduction to management and organizational behavior. - Why study OB? The individual-group-organization framework. - Overview of course structure and expectations 2 **The Individual in the Organization: Personality, Values, and Perception** - How individual differences shape behavior at work. - Personality traits, perception, and decision biases.. 3 **Motivation at Work: What Drives Us** - Classic and contemporary motivation theories. - Intrinsic vs. extrinsic motivation. - Purpose and autonomy. 4 **Emotions, Emotional Intelligence, and Well-being** - The role of emotions and empathy in leadership and teamwork. - Emotional intelligence and workplace well-being. 5 **Psychological Safety and Learning in Teams** - Why psychological safety matters. - Creating trust, openness, and learning-oriented teams. 6 **Decision-Making and Behavioral Biases** - Rational vs. bounded rationality. - Intuition and decision traps. - Individual and group biases. 7 **Leadership: From Power to Purpose** - Leadership theories (trait, behavioral, transformational, authentic). - The power of purpose and ethical influence. 8 **Teamwork, Collaboration, and Performance** - Team development, diversity, and collective intelligence. - Designing effective teams and feedback loops 9 **Organizational Culture and Communication Across Cultures** - Understanding organizational culture and subcultures. - Communicating effectively across boundaries.. 10 **Organizational Design, Change, and Learning** - How structure influences behavior. - The learning organization and systems thinking. 11 **The Future of Work** - Evolving organizations: hybrid work, sustainability, technology, and purpose. - What makes a future-ready workplace. 12 **Integration & Reflection: Learning from Organizational Behavior** - Group project presentations and synthesis. - Reflection on lessons learned: how OB concepts help us understand and improve organizational life.

Compétence à acquérir :

By the end of the course, students will be able to:

- Identify and explain key concepts in organizational behavior and management;
- Analyze real-life organizational situations using OB frameworks;
- Recognize the impact of culture, leadership, and motivation on performance;
- Demonstrate interpersonal communication and teamwork skills in collaborative activities;
- Reflect on personal growth, self-awareness, and future professional aspirations.

Mode de contrôle des connaissances :

To ensure an engaging and interactive learning experience, students will be evaluated through a mix of individual and group assignments, case studies, and participatory activities.
o **Class Participation & Engagement (25%)** Active participation in discussions, group work, and interactive activities is essential. Students are expected to contribute thoughtfully and engage with diverse perspectives.
o **Case Studies & In-class Assignments (25%)** Students will work on real-world case studies, applying the course concepts to real or simulated scenarios. Group activities will include role-playing exercises and collaborative problem-solving.
o **Group Project & Presentation (40%)** Teams will analyze an organization, diagnosing its motivation, culture, or leadership

style. The project will be presented in class, demonstrating critical analysis and application of course concepts.
o **Reflective Essay (10%)** Short personal reflection on learning outcomes.
The numerical grade distribution will dictate the final grade. The passing grade for a course is 10/20.

Attendance

Attendance is mandatory. Students are expected to attend all classes, arrive on time, and stay for the entire session. Repeated absences or lateness may affect the final grade.

Class Participation

Active participation is encouraged, as it contributes to making classes more engaging and instructive.
Students are expected to come prepared and contribute thoughtfully to discussions. When participation is part of the course assessment, it is evaluated based on the quality of contributions rather than their quantity.

Exam Policy

Students are not allowed to bring any materials into exams, except those explicitly authorized by the instructor. Unexcused absences from exams or failure to submit assigned cases will result in a grade of zero when calculating final averages. All exams must be submitted at the end of the examination period.

Communication and Grading

All questions or concerns regarding grading or course policies must follow the official procedures. No direct negotiation with instructors about grades or assessments is permitted.
Be aware of the rules in Université Paris Dauphine about plagiarism and cheating during exams. All work turned in for this course must be your own work, or that of your own group. Working as part of a group implies that you are an active participant and fully contribute to the output produced by that group.

Bibliographie, lectures recommandées :

- Robbins, S. P. and Judge, T. A. (2023). Organizational Behavior. Pearson. - Locke, Edwin T. (2003). Handbook of Principles of Organizational Behavior. Wiley-Blackwell;
- Pink, Daniel H. (2010). Drive: The Surprising Truth About What Motivates Us. Canongate Books;
- Edmondson, Amy (2019). The Fearless Organization. Wiley;
- Goleman, D. (1995). Emotional Intelligence. Bantam;
- Simon Sinek (2009). Start with Why;
- Meyer, E. (2014). The Culture Map: Breaking Through the Invisible Boundaries of Global Business;
- Senge, P. (2006). The Fifth Discipline: The Art and Practice of the Learning Organization;
- Kates, A. and Kesler, G. (2015). Bridging Organization Design and Performance.

Supplementary Online Readings - Preparing For The Future Of Work. An interview with Amy Kates (2021)- In the spotlight: Performance management that puts people first (2025). McKinsey and Company - Helliwell, Layard and Sachs (2025). World Happiness Report - Harvard Business Review: Global Teams That Work by Tsedal Neeley (2015)- Kahneman, Daniel, and Sara Frueh. "Try to Design an Approach to Making a Judgment; Don'tJust Go Into It Trusting Your Intuition." Issues in Science and Technology 38, no. 3 (Spring 2022): 23-26.

Ines Mortreuil Rogic is a lecturer in management sciences, strategy consultant, and executive coach with an international background and extensive professional experience in organizational cultures. She specializes in strategic organizational design, cross-cultural management, governance, and strategic communication, advising executives, public institutions, and global organizations on leadership, decisionmaking, and cultural transformation. With a career spanning management consulting and executive coaching, she bridges academic theory with real-world business challenges. Her dynamic, experiential teaching approach incorporates case studies, strategic simulations, and professional insights, enabling students to develop cross-cultural competencies, sharpen their managerial reflexes, and refine their ability to work effectively in teams. Passionate about preparing future leaders, she equips students with the essential tools to better understand organizations and future work environments, foster meaningful collaborative interactions, and develop deeper self-awareness - key dimensions of **Organizational Behavior**. Through this, students learn to express their full capacities and talents, becoming confident, inspiring contributors in diverse professional settings.