

2021_S02_PGE_M2_HRM_0014_E_D_BOD
Positive Leading People and Organizational Excellence

2020 - 2021

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OFFICE HOURS	By appointment

COURSE DELIVERABLE	DUE DATE	WEIGHT ON FINAL GRADE
Activities online	Throughtout the entire course	40%
Final Examination	Session 10 th	60%

Kedge Business School and its professors, encourage you to use your Pro-Acts, company projects and internships as privileged opportunities to apply the reflections, theories, concepts and tools presented during this course

INTRODUCTION AND OBJECTIVES

Course Purpose & Objectives

The goal of this course is to provide students an overview of the major concepts in positive organizational scholarship and an analysis of principal factors that can help individuals to thrive and feel motivated at work. Drawing on recent studies in neuroscience showing the importance of the seeking system to activate human behaviors and stimulate people to engage, we will discuss of the individual and organizational factors that can have a positive impact on the individual seeking system, with a specific focus on self-expression, experimentation, and purpose (Cable, 2019).

This course will challenge students to engage with the core topics and foundational theories of positive psychology, applied to the context of leadership and motivation, and to investigate the impact that the structure of the work has on employee's well-being, engagement and productivity. This course is built on the assumption that an essential imperative for organizations to succeed consists of building a "sustainable workplace" (Kossek, Valcour, & Lirio, 2014), which is characterized by a deep caring for the sustainability of people, their work-life balance, and well-being. At the end of this course, students will be able to:

- Identifying distinctive behaviors of a positive leader and examples of positive deviant behaviors at work;
- Identifying organizational strategies to create a sustainable workplace;
- Identifying factors that can have a positive impact on the individual seeking system and motivation;
- Identifying factors that can increase employees' energy, positive relationships and optimal functioning at work;
- Identifying appropriate techniques to cope with stress;
- Developing a positive approach to organizational communication;
- Learning how to manage conflicts in a constructive manner.

Courses contribution to program objectives.

- KM3. Demonstrate Leadership, Interpersonal and Communications Skills
- KM4: Apply high standards of Integrity, Ethics and Social Responsibility

Course Contribution to Application of Critical Thinking

This course encourages students to become aware of how leaders behaviors and actions at work can be used to create a positive work environments and foster heedful relationships with their collaborators. This course seeks to go beyond traditional models in management, such as the 'disease model' – i.e. strategies to prevent/resolve burnout – that has driven most of the organizational interventions realized at work so far. Indeed, it draws insight on

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relevant paradigms from other disciplines such as neuroscience, psychology, anthropology, and clinical research to foster positive states rather than healing negative ones. In so doing, it encourages students to wide their horizon of analysis when dealing with people management in contemporary organizations.

Courses description

This course is designed to allow students to identify and analyze appropriate organizational interventions that can help business leaders to maximize workers' full potential, growth, virtuousness, and strengths and increase their effectiveness at work. This course draws on the pillars of the "positive organizational scholarship" movement, which assumes that the structure of the work has a strong positive impact on the employees' lives (Spreitzer & Grant, 2006). Topics of interest include thriving at work, positive energy, positive relationships, stress management, work-life balance meaning, and compassion at work.

COURSE MATERIAL

Textbooks

All course material will be available on the platform.

Cable, D. (2019). *Alive at work*. Harvard Business Review Publishing.

Academic papers

The academic paper listed in this syllabus are available online through the library system and will be included also in the course pack distributed to all students at the beginning of the course.

COURSE CONTENTS AND TIMETABLE

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SESSIONS	TOPICS	READING(S)	ADDITIONAL READING(S) AND ASSIGNMENTS
1 / 4 hours (total 4)	<p><u>Introduction</u></p> <p>Introduction to the Positive Organizational Psychology.</p> <p>Who is a positive deviant and what are the advantages of applying the positive psychology at work.</p>	<p>See online – instruction for Lecture 1</p> <p>NYT investigation on Amazon’s working conditions: is this the only possible way?</p> <p>Quizzes</p>	<p>Cameron, K., & Plews, E. (2012). Positive leadership in action: <i>Organizational Dynamics</i>, 41(2), 99–105.</p>
2 / 4 hours (total 8)	<p><u>Leadership is the key to keep your team motivated.</u></p> <p>Analysis of traditional and contemporary leadership theories.</p> <p>Hersey and Blanchard situational leadership framework: when the style matches the collaborators’ readiness.</p>	<p>See online – instruction for Lecture 2</p> <p>Case Study on Collaborators’ reactions to different leadership style</p> <p>Quizzes</p>	<p>Hewlett, A., & Luce, C. B. (2006). Extreme Jobs. The Dangerous Allure of the 70-Hour Workweek. <i>Harvard Business Review</i>, (December), 49–58.</p>
3 / 4 hours (total 12)	<p><u>Enabling the individual seeking system.</u></p> <p><u>(I) The role of Self-Expression</u></p> <p>Positive Self: learning how to use one’s main strength at work.</p> <p><u>Notes:</u> <i>In this class, we will have one-hour live discussion with the instructor on the topic</i></p>	<p>See online – instruction for Lecture 3</p> <p>Case Study on the “Nice Guy”</p> <p>Quizzes</p>	<p>Christianson, C. (2010). How will you measure your life? <i>Harvard Business Review</i>, July-August, 2-7</p>
4 / 4 hours (total 16)	<p><u>Enabling the individual seeking system.</u></p> <p><u>(II) The role of Experimentation</u></p> <p>The importance of delegation at work</p> <p>Managing disagreement in the team : the key is psychological safety</p> <p><u>Notes:</u></p>	<p>See online – instruction for Lecture 4</p> <p>Class discussion: “How to be a rebel talent?”</p> <p>Quizzes</p>	

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	<i>In this class, we will have one-hour live discussion with the instructor on the "How to be a rebel talent"</i>		
5 / 4 hours (total 20)	<p><u>Communication is the key</u></p> <p>Learning how to communicate in a non-violent way</p> <p>The importance of supportive feedback to favor learning.</p> <p><u>Notes:</u> <i>In this class, we will have one-hour live discussion with the instructor on the topic of communication</i></p>	<p>See online – instruction for Lecture 5</p> <p>Exercises on non-violent communication</p> <p>Quizzes</p>	
6 / 4 hours (total 24)	<p>Enabling the individual seeking system.</p> <p><u>(III) The importance of Purpose</u></p> <p>Letting employees finding their purpose at work: job crafting is the key</p> <p>The importance of positive relationships at work</p>	<p>See online – instruction for Lecture 6</p> <p>Exercise on job crafting</p> <p>Quizzes</p>	
7 / 3 hours (total 27)	<p><u>Individual Strategies to not lose Purpose and Motivation at work</u></p> <p>Managing one's stress and learning how to conciliate work and personal responsibilities.</p> <p><u>Notes:</u> <i>In this class, we will have one-hour live discussion with the instructor on the topic of family supportive supervision</i></p>	<p>See online – instruction for Lecture 7</p> <p>Training on becoming a family supportive supervisor</p> <p>Quizzes</p>	<p>Online post: Mindfulness is the antidote to multitasking http://www.fastcompany.com/3026119/leadership-now/why-mindfulness-is-the-antidote-to-multitasking?partner</p>

8 / 3 hours (total 30)	Final exam		
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TEACHING APPROACH/ INSTRUCTIONAL METHODS

A Word of Advice

My teaching philosophy is aimed at making a long-term impact by delivering high value through exposing students to versatile knowledge bases, thus enabling them to develop a deep understanding of organizational and managerial issues. My approach is to encourage students to challenge existing knowledge and develop insights into the richness and complexity of the business, social, and political spheres. I also encourage students to develop a strong sense of self-awareness since this is determinant to become a positive leader. An active role is required to perform well my class. I strongly believe that teaching is an interactive learning experience that can be successful only if it involves the active participation of both the instructor and students.

Organization of the sessions

There will be 8 sessions, each including activities, readings, videos and case studies covering 3 or 4 hours. Each session will cover a specific topic (see above). In some sessions, we will have one-hour live conversation on the topic. The last session is dedicated to the final exam.

Classroom Etiquette

- Be prepared.** Read all the material published online and watch the assigned videos for each session as well as the readings and book chapters.
- Be courteous.** Come on time and do not leave early for the live sessions. Do not interrupt or engage in private conversations while others are speaking.
- Have an opinion and respect others'** rights to hold opinions and beliefs that differ from your own. There are many different possible lenses for interpreting the material in this class.
- Allow everyone the chance to talk.** If you have much to say, try to hold back a bit. If you are hesitant to speak, look for opportunities to contribute to the discussion.

EVALUATION OF STUDENT PERFORMANCE

DELIVERABLE	%
Activities done all over the course	40%
Final Examination	60%

Methods Used to Evaluate Student Performance***Activities (40%)***

The overall mark for this section will be given by the average scores achieved by students in the several individual assignments, quizzes and case studies scheduled for each session.

Final exam (60%)

The final exam will consist in 10 multiple-choice questions (evaluated 1 point in the case of correct answer and 0 in the case of no answer and -0.5 in the case of wrong answer) and two open-ended questions (that might be related to the discussion of a case) that will be evaluated 5 points maximum each. Those questions will be scored according to the appropriateness and completeness of the answer according to the scheme below:

Assessment Criteria

Rubric	Inappropriate response	Appropriate but incomplete response	Appropriate and complete response
Each open-ended question in the final exam	< 1	2–3	4–5



BIOGRAPHY

Marcello Russo is Associate Professor of Organizational Behavior and Human Resource Management at University of Bologna, where he also leads the Global MBA and Visiting Professor at Kedge Business School, France. He obtained his Ph.D. at University Parthenope of Naples, Italy and has been Visiting Ph.D. Student at Columbia University, New York, USA. His research is addressed to identify individual and organizational factors that can enable individual and organizational excellence. He conducts research on work-life balance, individual thriving, diversity at work, and global talent management. His works have been published in *Harvard Business Review*, *MIT Sloan Management Review*, *Journal of Management*, *Journal of Vocational Behavior*, *International Journal of Human Resource Management*, *Human Resource Management Journal*, *Journal of Managerial Psychology*, *Community, Work & Family*.

ACADEMIC FRAUD

Definition

Academic fraud is a breach of ethics.

“Is achieved using unfair means or deception, to obtain material or undue moral advantage, or with the intent to avoid the enforcement of laws”. (Translated from the original source: Dictionnaire Juridique des Lois, 2010, available at: www.dictionnaire-juridique.com/definition/fraude/php)

Plagiarism consists of attributing authorship by (partial or total) copying, imitation or misappropriation.

The act of fraud is committed by one or more students/participants when they:

- appropriate written or oral work to themselves when they are not the author (in whole or in part) of the work, by omitting any references or quotations to the author or to the owner of the work;
- present any data that has been falsified or invented in any way;
- use the identity of the author, attributing the contents of and/or a resource to him/her, but without explicitly mentioning that they are not the author;
- appropriate the creative work of someone else and present it as their own;
- acquire excerpts of texts, images, results etc. from external sources by including them in their own work without mentioning the origins of the excerpts;
- summarise the original idea of an author by expressing it in their own words but omit quoting the source;
- cheat in an academic evaluation.

Plagiarism can occur in:

- an academic article or book;
- an exercise or a case study;
- a study or a report;
- a dissertation or a thesis;
- any document of which the student/participant is not, but purports to be the author.

Sanctions

Any student/participant having committed academic fraud, or having participated in it, will be sanctioned by the professor in charge of the course. The professor can apply 1st and 2nd level sanctions (detailed below). The professor will send a copy of the sanction to the student's/participant's programme. The student/participant will be informed/and or convoked by the programme director (or his/her representative) to a hearing prior to the possible convening of the Kedge Business School Disciplinary Council. In the case of a hearing of the Disciplinary Council, they can decide to apply 3rd and 4th level of sanctions.

Any student/participant guilty of academic fraud will receive one of the following sanctions:

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- Applied by the professor in charge of the course, Kedge Business School faculty member (1st and 2nd level):
 - A grade of zero for the work concerned and a formal warning;
 - A grade of zero for the course or module concerned and a formal warning.
- Applied by Kedge Business School's Disciplinary Council (3rd and 4th level):
 - Suspension from the programme for one or two semesters;
 - Exclusion from the programme.

N.B.: Plagiarism within a partner institution can result in these sanctions being applied by Kedge Business School, notwithstanding partner's decision.