

LEADING ORGANIZATIONS

COURSE OUTLINE

1. Introduction

Why incredibly intelligent people do incredibly stupid things? What are the most frequent dynamics associated with corporate fraud and corruption? What should be done to avoid mobbing or discrimination in organizations? And how organizational crises can be prevented and eventually resolved? This course will address these questions through case discussions, lectures and the presentations of invited speakers.

2. Objectives

This course will follow two main lines: First, providing fundamental tools for addressing problematic situations such as corruption, fraud and corporate crises. Second, discussing how stakeholders' ethical expectations and social responsibility issues can be effectively implemented and integrated in organizational systems and strategic planning processes.

3. Learning Outcomes

- Become familiar with tools and procedures to prevent, identify and resolve corporate fraud and crime in organizations
- Understanding the mutual relationship between financial, relational and ethical drivers in managerial decision making
- Become familiar with tools and procedures to prevent and resolve corporate crises and scandals
- Understanding the opportunities associated with the corporate social responsibility (CSR) movement and how to integrate CSR in organizational and strategic planning
- Create an effective CSR strategic planning process to successfully develop and implement a CSR package
- Understand a variety of strategic CSR planning tools
- Become familiar with creating deep destructive change in pursuit of dual economic and social value

4. Competences

This course builds and reinforces the following competences:

- Students should possess and understand knowledge that provides the basis or opportunity for originality in the development and/or application of ideas, often in a research context.
- Students should know how to apply the knowledge acquired and their problem-solving capacity in new and little-known settings within broader (or multidisciplinary) contexts related to their area of study.
- Students should be able to integrate knowledge and deal with the complexity of making judgements based on information that is incomplete or limited, but includes considerations of the social and ethical responsibilities linked to the application of the students' knowledge and judgements.
- Students should have the learning skills that enable them to continue studying in a largely self-directed, independent manner.
- Identifying and effectively dealing with information that is relevant to the job (Information Management).
- Maintaining personal balance in situations of special tension (Stress Management).
- Valuing the company above and beyond the limits of one's own job, understanding the interrelationship between the different units and developing interfunctional cooperation (Vision of the Organization).
- Adopting an anthropological and sociological model based on academic studies that explain organizational behavior, with special emphasis on the concepts of motivation, trust, authority, power and commitment. Orienting the model toward analysis and action in the organization of the work, management styles and the creation of business cultures.
- Applying techniques and skills for dealing with situations involving people with the aim of effectively managing teams and resolving conflicts in multicultural contexts.
- Designing and improving labor relations and policies. Understanding systems of assessment and incentives, promotion, development, training, organizational culture and the role of the different stakeholders that affect labor relations inside and outside the organization.
- Bolstering the leadership skills of teams and companies by starting with self-awareness and understanding the different temperaments and how they interact. Being familiar with the state of the art of empirical research in this field.

5. Content and Methodology

This course is divided in two parts. During the first, we will discuss fundamental tools for addressing problematic situations such as corruption, fraud and corporate crises. During the second we will explore how stakeholders' ethical expectations and responsibility issues can be effectively implemented and integrated in organizational systems and strategic planning processes.

Most classes are taught through a series of cases and notes that represent real management decisions. Some classes are complemented with readings from prominent media resources, guest speakers and experimental exercises

6. Evaluation

Students will be evaluated in the following manner:

70 % Individual class participation
30 % Individual report