



**JOHN FELICE
ROME CENTER**

**Rome Center
Quinlan School of Business**

Managing People and Organizations (MGMT 201)

TR 5:15PM-6:30PM

Fall 2026 Syllabus

I. GENERAL INFORMATION

Instructor: Marshall Langer

Office hours: By appointment (best times TR before 5:15pm or T after 6:30pm)

Telephone: +39 347.1763096

Email: mlanger1@luc.edu

Background: Corporate management, development; trained group therapist; Wall Street. MBA, Wharton School.

II. COURSE INFORMATION

1. Course Description. This course presents central topics in management theory, research, and application. Emphasis is placed on the role of the first line supervisor in balancing, coordinating and integrating individual and organizational needs. It is intended that students gain a better basis for understanding, evaluating, and managing complex organizations. Students are taught skills needed to solve management problems. Among these skills are the ability to analyze, and to develop and implement appropriate solutions. It is intended that students become 1) more perceptive and more knowledgeable about the way in which organizational systems work (and why they may not work), 2) more conscious of the consequences of the choices one makes as a manager, and 3) more confident that they possess the skills required to succeed in a corporate setting. Other subjects covered include the development of management thought, the role of the supervisor as a decision maker and the processes of planning, organizing, leading and controlling organizational activities.

Course readings, lecture, exercises, role-play, and case studies present challenging managerial situations to be resolved. All discussions emphasize a real world orientation with additional emphasis on effective analytical methods and written and oral communication skills.

2. Course learning objectives.

- A. Identify the psychological and social foundations of individual behavior in organizational settings. And understand the impact of organizational systems in shaping its members' behavior.
- B. Use group psychology to unite individuals with complimentary skills and work chemistry, and to motivate those without it. Improve the functioning of groups/teams you manage or belong to.
- C. Apply effective negotiation and conflict resolution. Develop more persuasive arguments.
- D. Act more sensitively and decisively as a manager, and use better (business) judgment.

III. LEARNING ACTIVITIES

1. Lecture. Class lecture is highly interactive. Instructor prompts students for response to questions posed and solicits his/her thoughts on issues discussed. Format is probing and direct. Additionally, instructor provides concrete, real-world examples to illustrate concepts. Lecture format reinforces by example appropriate methods for asking questions, gaining relevant insights, and acting persuasively and sensitively. (LO: A, B.)

2. Class Discussion. Probing, highly interactive, and frequent class discussion 1) serves to demonstrate to students effective methods of facilitation and inquiry, 2) provides students with the opportunity to learn from and critique the ideas of the instructor and classmates, 3) breaks down communication barriers and inhibitions so that a cohesive group sense forms among participants. Discussion format is open and non-judgmental, yet critical and with appropriate norms and rules established early on. (LO: A, B, C, D)

3. Readings. Coursepack and other assigned readings present relevant topics, which are covered in more depth in class lecture. In class discussion of readings, the instructor highlights most relevant reading topics, and shows by example how to present data in a stimulating way, consistent with achieving learning objectives. (LO: A, B)

4. Case Study / Article Presentation. Case studies and articles are used to further illustrate real-world examples of subject topics. For all assigned cases and articles, students should be prepared to answer questions about it and be able to illustrate in class its more subtle aspects. For select cases and articles, students will make short in-class presentations. In-class discussion of case studies and articles serves to present analytical methods and ways to discern the most relevant focal points. (LO: A, B, C)

5. In-class Exercises. In-class exercises, corresponding to the lecture and readings, are followed by probing Q&A. Exercises include, among other things, quizzes, interpersonal group exercises in which participants reveal personal feelings, debates, and exercises in persuasion, perception, confrontation, meeting facilitation, and negotiation. Aids such as short cases and/or scenario descriptions are used for some exercises. Each exercise design compels students to hone their skills at understanding behavior in a business context. (LO: A, B, C, D)

6. Term Project. Small *group* assignment – 2 part: (Contributes to LO A, B, C, D)

- A. Devise and execute in class a role-play exercise involving classmates that exposes an aspect of one of the business psychology topics covered in class.
- B. Analyze the outcome of the role-play conducted in a 3 page (max) written report. In that report, describe your groups' aim in conducting the activity, your actions to achieve that aim, the expected and unintended outcomes, and the behavioral insight gained.

IV. ASSESSMENT

1. Grades.

| | |
|-----|--|
| 30% | Midterm exam |
| 35% | Final exam |
| 20% | Group project |
| 15% | Class participation, case / article presentation |

2. Exams. Exams will be comprised of essay questions that test your ability to apply concepts discussed through the exam date. Midterm to be distributed at 12th class. (LO: A, B, C, D)

3. Case / Article Presentation. Present new, enlightening information and stimulate a meaningful, insightful discussion. Your grade will reflect how accurately you do this. You are not required to make a written submission for case / article presentations. (LO: A, B, C)

4. Group project. See description in Section III #6. (LO: A, B, C)

5. Class Participation. You will be graded on the quality of, and demonstrated insight of, your in-class comments. (LO: A, B, C, D)

6. Attendance Policy. In accordance with the Rome Center mission to promote a higher level of academic rigor, and in compliance with full-time student visa status, all courses adhere to the following attendance policy.

Prompt attendance, preparation and active participation in course discussions are expected from every student and synonymous with academic success. Attendance is mandatory at every class meeting for each course. Lateness or leaving class early will impact the course grade at the professor's discretion. All absences, including medical absences, will be treated the same, unless they are documented long-term conditions or emergencies. Such situations will be evaluated case-by-case by the Academic Affairs office.

Once-a-week classes:

- After 1 absence, a 2% final grade reduction will be applied for each missed class.
- Missing 3 classes or more will result in an automatic failure (F).

Twice-a-week classes:

- After 2 absences, a 2% final grade reduction will be applied for each missed class.
- Missing 6 classes or more will result in an automatic failure (F).

Three-times-a week classes:

- After 2 absences, a 2% final grade reduction will be applied for each missed class.
- Missing 6 classes or more will result in an automatic failure (F).

7. Academic Honesty. Plagiarism and other forms of academic dishonesty are unacceptable at the JFRC and will be dealt with in accordance with Loyola University Chicago's guidelines. Please familiarize yourself with Loyola's standards here:

http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml. You are responsible to comply with the LUC Student Handbook.

8. Course Grading Scale.

| Course Grading Scale | |
|----------------------|--------------|
| Grade | Total Points |
| A | 93.0 - 100.0 |
| A- | 90.0 - 92.99 |
| B+ | 87.0 - 89.99 |
| B | 83.0 - 86.99 |
| B- | 80.0 - 82.99 |
| C+ | 77.0 - 79.99 |
| C | 73.0 - 76.99 |
| C- | 70.0 - 72.99 |
| D+ | 67.0 - 69.99 |
| D | 60.0 - 66.99 |
| F | Less than 60 |

9. Title IX. The Rome Center follows Loyola's **Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, Retaliation** and will comply with those as indicated and instructed.

Academic Integrity

Plagiarism and other forms of academic misconduct are unacceptable at the Rome Center and will be dealt with in accordance with Loyola University Chicago's guidelines. Please familiarize yourself with Loyola's standards here: <https://catalog.luc.edu/academic-standards-regulations/undergraduate/>. You are responsible to comply with the LUC University Catalog.

Late or Missed Assignments & Exam Policy

Late or missed assignments will not be accepted for grading without the authorization of the instructor. ***As per the JFRC academic policies, students who miss any scheduled exam or quiz, including a final exam at the assigned hours will not be permitted to sit for a make-up examination without approval of the Associate Dean of Academic Affairs. Permission is given rarely and only for grave reason; travel is not considered a grave reason. Make-up exams will only be given for documented absences.***

Accessibility Accommodations

Students registered with the Student Accessibility Center (SAC) requiring academic accommodations should contact the Academic Affairs office at the John Felice Rome Center during the first week of classes.

V. COURSE READING MATERIAL

| <u>Code</u> | <u>Title</u> |
|--|--|
| Purchased by student: | |
| OB15 | Robbins, Judge, <i>Organizational Behavior, 15th Edition</i> , Pearson, 2013 Available on Amazon at: https://www.amazon.com/Organizational-Behavior-15th-Stephen-Robbins/dp/0132834871/ref=sr_1_1?keywords=organizational+behavior+15th+edition&qid=1567526380&s=books&sr=1-1 |
| OR | |
| OB18 | Robbins, Judge, <i>Organizational Behavior, 18th Edition</i> , Pearson, 2018 Available on Amazon at: https://www.amazon.com/Organizational-Behavior-18th-Whats-Management-dp-0134729323/dp/0134729323/ref=mt_hardcover?_encoding=UTF8&me=&qid=1567696552 |
| Distributed electronically by instructor: | |
| CP | Corey, <i>Theory and Practice of Counseling and Psychotherapy, 6th Edition</i> , Thomson, 2001 |
| FM | Robins, DeCenzo, <i>Fundamentals of Management, 5th Edition</i> , Prentice Hall, 2005 |
| IM | Rodrigues, <i>International Management, 3rd Edition</i> , Sage, 2009 |
| MD | Stralser, Holt, <i>MBA in a Day: What You Would Learn at Top-Tier Business Schools</i> , Wiley, 2004 |
| NE | Lewicki, Litterer, <i>Negotiation</i> , Irwin, 1993 |
| PL | Iodice, <i>Profiles in Leadership</i> , North American Business Press, 2013 |
| TP | Yalom, <i>The Theory and Practice of Group Psychotherapy</i> , Basic Books, 2005 |
| A | Select articles distributed by instructor |

2. Course website:

<https://www.mydrive.ch/en> (username is zmporgclass@mporgclass, password is zmporgclass)

VI. SUGGESTED ADDITIONAL READINGS

1. Books.

Gittel, The Southwest Airlines Way: Using the Power of Relationships to Achieve High Performance, McGraw-Hill, 2003

Hill, Think and Grow Rich, St. Martin's Press, 2001.

Fombrun and Nevins, The Advice Business: Essential Tools and Models for Management Consulting, Pearson Prentice Hall, 2004

Shell, Bargaining for Advantage, Penguin, 2000

Cummings, Worley, Organization Development and Change, 8th Edition, South-Western, 2005

Freud, Group Psychology and the Analysis of the Ego, Norton, 1974

Jones, Bray, Steffy, Applying Psychology in Business, Macmillan, 1990

Yalom, The Theory and Practice of Group Psychotherapy, Basic Books, 2005

Weiss, Many Lives, Many Masters, Simon & Schuster, 1988

Lukianoff, Haidt, The Coddling of the American Mind, Penguin, 2018

2. Internet Sites.

<http://jom.sagepub.com/> for the Journal of Management

<http://www.jstor.org/journals/08943796.html> for the Journal of Organizational Behavior

<http://www.obts.org> for the Organizational Behavior Teaching Society

3. Periodicals.

Wall Street Journal, Economist, Business Week, Journal of Management

VII. CLASS SCHEDULE

Please note:

- Reading should be completed prior to class.
- Classes held in person unless otherwise stated in the Date column.
- Times stated are in Rome time unless otherwise indicated. Times/dates in **Red** are different from the usual class time (to be discussed).

| <u>Class #</u> | <u>Date</u> | <u>Instruction / Activity</u> | <u>Topic / Written Assignment Due (if any)</u> | <u>Reading Assignment</u> (Read for assigned class) |
|-----------------------------|-------------|-------------------------------|--|--|
| 1 | T 09/01 | Lecture | Course introduction and elementary concepts. | OB15: C1 p4-8 (mid) p13-14 OB18: C1 p37-40 (mid) p47 |
| 2 | R 09/03 | Lecture | Diversity in organizations | OB15: C2 p40-60 OB18: C2 p76-97 |
| 3 | T 09/08 | Lecture | Diversity in organizations – cont'd | -- |
| MANAGING INDIVIDUALS | | | | |
| Individual Behavior | | | | |
| 4 | R 09/10 | Lecture | Attitude and job satisfaction ----- Views of human nature. Freud. Adler. Person centered. Gestalt. Behaviorists Cognitive behaviorists. ----- Major psychological theories summary (optional). | OB15: C3 p70-78 OB18: C3 p109-115 ----- CP: Following pages p67-85 p107-113 p172-174 p195-196 p259-261 p299-301 ----- <u>Optional reading</u> CP: Summaries: Sec: 1-1, 14-1, 14-2 |
| 5 | T 09/15 | Lecture | Emotion and moods Emotional intelligence: See http://en.wikipedia.org/wiki/Emotional_intelligence Criticism and feedback | OB15: C4 p98-105, p112-115 (top) OB18: C6 p211-222 p225-229 EI: C10 p155-159 FM: Constructive criticism |
| 6 | R 09/17 | Lecture | Personality and values | OB15: C5 p133-139 (mid), p148-154 OB18: C4 p137-144 p151-159 |
| 7 | T 09/22 | Lecture | Decision making | OB15: C6 p166-172, p175-186 (mid) OB18: C5 p173-190 ----- |
| | | Case Study | ----- Martha McCaskey | p6-10 |

| <u>Class #</u> | <u>Date</u> | <u>Instruction / Activity</u> | <u>Topic / Written Assignment Due (if any)</u> | <u>Reading Assignment</u> (Read for assigned class) |
|--------------------------------|-------------|-------------------------------|---|--|
| Motivation and Planning | | | | |
| 8 | R 09/24 | Lecture | Management and motivation | OB15: C7 (skim) OB18: C7 (skim) OB15: C8 p250 (bot)-259 (mid) OB18: C8 p298-307 |
| | | Case Study | JetBlue Airways: Starting from Scratch Netflix compensation | p8 (bottom)-13 p5-10 (focus on p9-10) |
| MANAGING GROUPS | | | | |
| 9 | T 09/29 | Lecture | Foundations of group behavior Group dynamics and chemistry. Problem group members | OB15: C9 p277-292 (mid) OB18: C9 p324-341 GP: Freud on groups (skim) TP: Chapter 13 |
| 10 | R 10/01 | Lecture | Foundations of group behavior – cont'd, group psychology. Teamwork | OB15: C10 OB18: C10 BO: p341 |
| 11 | T 10/06 | Activity | Team/group activity. | -- |
| 12 | R 10/08 | Lecture | Management and leadership introduction. | -- |
| | | Exam | Submit midterm exam. | -- |
| - | T 10/13 | No Class | -- | -- |
| - | R 10/15 | No Class | -- | -- |
| 13 | T 10/20 | Guest Lecture | Natasha Valentine. HR expert. Topic: HR and management | -- |
| 14 | R 10/22 | Presentation | Group practice presentations | -- |
| 15 | F 10/23 | Film | Business management film. | -- |

| <u>Class #</u> | <u>Date</u> | <u>Instruction / Activity</u> | <u>Topic / Written Assignment Due (if any)</u> | <u>Reading Assignment</u> (Read for assigned class) |
|----------------------|-------------|-------------------------------|---|---|
| LEADERSHIP | | | | |
| 16 | T 10/27 | Lecture | Characteristics/traits Inspiration Trust Staffing Working with demanding superiors | OB15: C12 p368-390 OB18: C13 p463-485 (mid) PL: On leadership |
| | | Article | Joe Torre: A Manager for all Seasons (optional) | <u>Optional reading</u> MD: C3 p38-48 |
| 17 | R 10/29 | Lecture | Leadership cont'd | -- |
| NEGOTIATION | | | | |
| 18 | T 11/03 | Lecture | Conflict and negotiation Behavior of successful negotiators. | OB15: C14 p458-466 OB18: C18 p678-687 NE: successful negotiators NE: Why negotiations go Wrong IO & MG: International negotiations |
| COMMUNICATION | | | | |
| 19 | R 11/05 | Lecture | Effective written communication – analytical vs. sales communications Lying Cultural barriers Persuasion | OB15: C11 p345 (mid) - 347 (top) p355 (mid)-358 OB18: C12 p434-435 p448-451 NE: Tactics of persuasion <u>Optional reading</u> BA: C12 |
| | | | REMAINING TOPICS ARE OPTIONAL | OB15: C13 p416 (bot) – 418 (mid) |
| | | | Power and politics | OB18: C11 p392-393 OB18: C17 p622-627 <u>Optional readings</u> MP: p389-396 BP: p76-87 |
| | | | Change management | OB15: C18 p580 (bot)-584 (bot) OB18: p622-627 |

| <u>Class #</u> | <u>Date</u> | <u>Instruction / Activity</u> | <u>Topic / Written Assignment Due (if any)</u> | <u>Reading Assignment</u> (Read for assigned class) |
|-----------------------------------|-------------|-------------------------------|---|---|
| Public Speaking and Debate | | | | |
| 20 | T 11/10 | Lecture | <u>Public speaking, lecturing.</u> Persuasive communication techniques to engage audience. Meeting facilitation. Conference facilitation. See re meeting facilitation: https://www.trainingforchange.org/tools/meeting-facilitation-no-magic-method-0 | Posted MyDrive (Toastmasters) See website |
| | | Video | <u>Debate</u> Appreciate other sides view State position in terms of interest to others Inspiration in public speaking https://www.youtube.com/watch?v=UF8uR6Z6KLc&t=99s @ 11.35-end | Posted MyDrive (10 tips) Steve Jobs Stanford graduation 2005 |
| HUMAN RESOURCE MANAGEMENT | | | | |
| 21 | R 11/12 | Lecture | HR policies and procedures: Laws & regulations Internal procedures Appraisal and feedback Goal setting | OB15: C17 p554-560 (bot) OB18: C16 p591-595 FM: C6 p193-195 p211-217 HR: C8 p332-345, p356-359 FM: Constructive criticism |
| | | Case Study | Sexual harassment laws worldwide. The end of performance appraisal | <u>Optional reading</u> MD: C1 p6-15 Posted MyDrive OB15: p569 OB18: p610 |
| 22 | T 11/17 | Lecture | Business psychology. | -- |
| ORGANIZATIONAL STRUCTURE | | | | |
| 23 | R 11/19 | Lecture | Foundations of organizational structure Organizational culture | OB15: C15 p486 (mid)-492 (mid) OB15: C16 527-529 (mid) OB18: C14 p510-519 OB18: C16 p559-561 MD: C2 p29-34 |
| | | Case Study | P&G Organization 2005 | <u>Optional reading</u> IM: C6 p209-213, p216-217 On international corporate structure |
| | | Video | Zuckerberg (Facebook) at Luiss @ 20 min | p3-9 |

| <u>Class #</u> | <u>Date</u> | <u>Instruction / Activity</u> | <u>Topic / Written Assignment Due (if any)</u> | <u>Reading Assignment</u> (Read for assigned class) |
|------------------------|-------------|-------------------------------|--|--|
| CONSULTING | | | | |
| 24 | T 11/24 | Lecture | Consulting/advising clients. | AB: C23 |
| | | Article | What makes an effective consultant? | <i>Optional reading</i> CC: Org Consulting Posted MyDrive |
| -- | R 11/26 | No Class | -- | -- |
| 25 | T 12/01 | Presentation | Group project presentations. | -- |
| CAREER PLANNING | | | | |
| 26 | R 12/03 | Lecture | Career planning, interviewing, networking. | Anglo-American style interviewing and CV writing guide.pdf WFP networking guide |
| 27 | TBD | Exam | Final exam. | -- |