Organisational Behaviour

Professor Patrick Flood, PhD

Dear Students,

Welcome to Organisational Behaviour! I look forward to working with you. I have taught summer school at CUEB on five previous occasions. You will learn about the future of work; how the executive team influences the business, high performance work systems, leadership styles, transformational leadership, talent management, organisational culture, cross cultural behaviour and communication. This is a highly participative course. You will get the most out of it if you prepare in advance of class and speak up in class. There will be a mix of learning methods- self-reflection, team discussion, case analysis and video clips. If you don't understand anything please raise your hand.

The module is structured over four days, each with a distinct focus. At the end of each day, you should write up a note for yourself about – What did I learn today? What questions do I have for the professor? How can I apply the lessons in my daily life? You do not need to hand this in.

Please come prepared for each session by completing the assigned readings and reflection questions beforehand. Your input in discussions and group activities is vital—not only for your personal understanding but also for fostering a collaborative and engaging atmosphere for everyone. Read the course outline every day- it is a very good guide to the course!

If you have any questions or concerns during the module, please don't hesitate to speak with me directly before or after class. Your feedback is always welcome, and I am here to support your learning experience.

I look forward to collaborating and learning from your insights as we explore Organisational Behaviour.

Best regards,

Professor Patrick Flood
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Biography

Patrick C. Flood is Professor of Organizational Behaviour at Dublin City University in Ireland. He completed his PhD at the London School of Economics. He is the recipient of the DCU Presidents Overall Award for Teaching and also Research. Patrick has taught at CUEB, Dublin City University, University of Limerick, London Business School, University of Maryland, Australian Graduate School of Management, University of Canterbury, NZ, IMI and NorthEastern University, PRC. He has provided executive education and advice to companies such as DP World, Intel, Pirelli, Adidas, Pernod Ricard, Enterprise Ireland and many fast growth teams.

A former Erskine, Fulbright, EU HUMCAP and British Council FCO scholar he is the recipient of several teaching and research excellence awards. Co-editor of the Blackwell Encyclopaedia of Organizational Behaviour (2015, Blackwell). His 13 co-authored books include A critical Perspective on Change (Edgar Elgar, forthcoming, 2026); Outsider Leadership (Macmillan, 2019); (Change Lessons from the CEO (2013, Jossey Bass); Persuasive leadership (2010, Jossey Bass). Effective Top Teams (Blackhall, 2000); Managing Strategy Implementation (Blackwell, 2000); Managing Without Traditional Methods (Addison Wesley, 1996).

<center>What is this Course about?</center>

1. Abstract

This Organisational Behaviour module is designed to provide individuals with the knowledge and skills required to effectively lead and manage people and teams in organisations. This module introduces students to a range of topics related to leadership, team dynamics, people management, culture and the future of work. The module explores key concepts and issues associated with behaviour in a range of work organisations. The module begins with a focus on the role of leaders in the executive team and their key responsibilities including co-ordination of middle managers, motivation, engagement and fostering team performance. The module also examines some aspects of people management, such as managing performance, talent development, and the future of work.

2. Course Objectives

The course objectives are: -

1. To provide insights into participants' own work behaviour, motivations, experience of work groups, teams, and organizational environments.
2. To develop the skills of self-reflection necessary for leadership and career success.
3. To acquaint participants with theories, concepts and methods relating to how individuals and groups are affected by organisational contexts, and how choices about ways of organising affect the functioning and effectiveness of businesses.
4. To give insights into the link between talent management and performance in organisations.
5. Through cases and classroom experiences, to explore how insight and knowledge can be translated into business problem-solving.

3. Learning outcomes

On successful completion of this module, the learner will be able to:

- Develop a deep understanding of how organisations function.
- Analyse the impact of participants own work behaviour, motivations and experience. of work groups, teams and organisational context on performance.
- Evaluate the role of leadership in the effective management of organisations.
- Develop diagnostic skills in evaluating organisational culture.
- Experience cross cultural challenges and learn how to resolve them.
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4. Teaching methods

This intensive, face-to-face module is designed to be highly interactive, exploratory, and practice-oriented. Teaching methods include short lectures, facilitated discussions, collaborative group exercises, structured case analyses, and guided self-reflection. Active participation is essential: learning depends on engagement with the material and your willingness to share perspectives, challenge assumptions, and contribute to peer learning respectfully and reflectively.

The module's learning philosophy focuses on critical dialogue, applying theory to real-world organisational contexts and developing your leadership insights. You are expected to prepare in advance for each session by reading the assigned materials and reflecting on the preparatory questions. In-class activities such as diagnostic analysis, consulting skills, and behaviour dilemmas will demonstrate your preparation and lived experience.

Throughout the module, you are encouraged to raise questions, share reflections, and discuss any challenges with the instructor. Open and ongoing communication fosters an inclusive, responsive, and professionally meaningful learning environment.

5. Required textbook(s)

Various change management textbooks are available in your university library, and you are welcome to consult any of them to deepen your understanding of the subject. However, for this Course, we will focus on exploring key change concepts through selected academic journal articles, which will be provided for you to download.

The following books are recommended:

Steve Carroll and Patrick Flood (2010) Persuasive Leadership, Jossey Bass: San Francisco (available as a pdf on the course website).

Steven Mc Shane and Mary Ann Von Glinow (2024) Organisational Behaviour, Mc Graw Hill

Readings: a pack of readings will be provided

6. Suggested Journals and Websites

Key Academic Journals
- These journals regularly publish high-quality, peer-reviewed articles on organisational behaviour:
- Academy of Management Journal
- Journal of Organisational Behaviour
- Academy of Management Perspectives / Academy of Management Journal / Review
- Leadership Quarterly
- Asia Pacific Journal of ManagementRecommended Websites and Online Resources
- Center for Creative Leadership (CCL) – https://www.ccl.org

- Harvard Business Review (HBR) – https://hbr.org
- McKinsey & Company Insights – https://www.mckinsey.com/featured-insights

7. Course schedule: Overview

The following provides an overview of the four teaching days

Date	Morning/ Afternoon Session	Topic
		Theme 1: Future of work
12/07/2025	Morning	Session 1: What does the future of work look like?
	Afternoon	Session 2: What is your life story in the future of work?
		Prepare life Story in class
		Session 3: Teaming for future high performance
		Session 4: Chilean Miners Rescue-video case
		Theme 2: The networked organisation
13/07/2025	Morning	Session 5: Network Analysis and career success
		Prepare network analysis in class
	Afternoon	Session 6: Power, Politics and career derailment
		Prepare Tomas Green Case before class
		Session 7: Thomas Green Case
		Session 8: Organisational Culture and networks
		Theme 3: Leading persuasively
14/07/25	Morning	Session 9: Motivation– understanding the levers
	Afternoon	Session 10: Transformational leadership
		Prepare Tessei Case before class
		Session 12: Tessei Case
		Theme 4: Cross cultural leadership
15/07/2025	Morning	Session 13: Managing talent across borders
		Session 14: Journey to Sharahad -prepare in class
		Session 15. Organisational Behaviour across borders
	Afternoon	Session 16: Leading Change & Crisis Management

Team assignment: Critical Incident Team Assignment.

Maximum team size is 5

Please write a 2,000-word essay on the future of work and how well you are prepared for it. Your answer should include personal reflection on your skills and personal development of each team member. How ready are you for the future of work? Use examples of Chinese companies and international companies to demonstrate the challenges that face companies facing the future of work. The assignment can be written in an essay style. Please give an introduction, conclusion and recommendations and make sure that the editing of the document is exact and well referenced. Extra research and creativity will be rewarded. Use sub headings to structure your essay. If you use AI tools, please state which ones you have used and which sections you have used AI to write.

8. Critical Incident Assignment – Assessment (Total: 100%)

Assessment Criteria	Distinction (75–84%)	Merit (65–74%)	Pass (52–64%)	Fail (0–51%)
1. Depth of Reflection (30%)	Consistently demonstrates meaningful insight and personal learning. Shows shifts in thinking or perspective.	Sometimes demonstrates personal engagement. Begins to move beyond surface-level observations.	Reflection is mostly descriptive or limited to basic observations.	Lacks genuine reflection. Content is overly descriptive, vague, or unrelated.
2. Connection to Theory (25%)	Accurately explains and integrates relevant theories or models— clear links to session content and personal context.	Some attempt to use theory, though explanations or applications may be limited or formulaic.	Limited or inconsistent use of theory. Often vague or only partly understood.	Theory is incorrect, missing, or applied without understanding.
3. Application to Practice (20%)	Demonstrates how ideas apply to real-world Chinese or global organisations. Includes relevant and realistic actions.	Makes some practical suggestions but may be general or lacking in depth.	The application is basic or lacks relevance to practice. A few specific examples are provided.	No precise application; may include irrelevant, invented, or unclear scenarios.
4. Structure & Organisation (15%)	Fully follows the journal format. Each section is labelled, clear, and logically organised. Writing is fluent.	The structure is adequate but inconsistent. Headings or transitions may be missing or unclear.	Some structural issues: weak organisation or imprecise expression.	Lacks structure. Writing is confusing, disorganised, or challenging to follow.
5. Consistency & Completion (10%)	All six entries were completed to a high standard. Effort is balanced across all sessions.	Most entries completed; some variation in depth or clarity.	One or more entries are missing, overly brief, or lack engagement.	Several entries are missing or rushed. Work lacks sustained effort.