# SYLLABUS DEL CORSO

# Organizzazione dell'Azienda Internazionale

2425-2-F5701R030

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**Course title**

International Organizations

**Topics and course structure**

Before delving into the course contents, I would like to highlight that the course itself is designed in a markedly experiential way. In particular, over sixty percent of the educational activities are carried out in an active and interactive manner. The not-implicit intention of the educational proposal is, in fact, to use the classroom as a "temporary organization," making it an object of research, study, and discovery, with the aim of making the course contents concrete, within the perimeter allowed by the limitations of the classroom itself. A particular emphasis is also given to the collaborative and "communal" dimension of learning and the temporary organization of the classroom as its vehicle. In this perspective, students will be given a particular space for self-organization of the course and evaluation methods, while respecting the criteria indicated by the academic nature of the path. A specific use of flipped classroom teaching will also be made. I invite interested students, if they deem it appropriate and have the opportunity, not to hesitate to discuss with colleagues from previous years to obtain more information about the course and the proposed learning experience. For anyone who deems it necessary and desires it, do not hesitate to contact me for further questions, doubts, or curiosities, in order to be able to make a choice of participation that is as free as it is informed. I teach with passion and with passion I deal with people and organizations. And it is the same passion that I would like to share with each of you through the teaching of the path that I propose to you.

An increasing number of organizations already operate, or intend to operate beyond national borders. The management of internationalization, the process of understanding cultures, and the application of managerial concepts and techniques in a multinational environment is becoming increasingly important. The course aims to provide the tools necessary to tackle the complexity of coordination, management, and development of people and organizations, with a particular focus on decision-making processes related to international management, for building paths of satisfaction and success at the company, team, and individual levels.

The topics covered relate to strategic choices related to internationalization processes, analyzing configurations of organizational structures, coordination processes, and operational systems of human resource management in the international company, and delving into issues related to interaction between different cultures and the consequent reflections on leadership models, management of motivation, and communication from an intercultural perspective.

Experts in training and human resource management will increasingly be required to apply their skills and knowledge within contexts where people of different nationalities are present and where the push to operate in a homogeneous and fair way in different countries must be balanced with attention to local specifics.

From this perspective, taking into account strategic issues related to internationalization processes, the course intends to pay particular attention to deepening the dynamics that emerge from the interaction between cultures; different perceptions and the value of managerial ethics; the importance of understanding local organizational structures, and the way in which appropriate leadership, motivation, and communication can become key factors for the success of an organization in the global competitive arena. These factors, at the same time, represent key elements for the effective functioning of transnational and/or intercultural work teams, as well as the careers of individuals, in international paths characterized by satisfaction and success.

The didactic intention is therefore to promote an ability to describe the ways in which cultures vary and systematically influence organizations, work groups, and individuals, as well as to recognize cultural variety in a work environment, and to know how to adapt human resource management practices. Furthermore, the course aims to examine the complexity of managing people across borders, in geographically distributed setups, with a particular focus on decision-making processes related to international management in support of the success of both the organization as a whole and the individual people within the organization. From this perspective, also in light of the most recent developments on fair and inclusive management of a diversified and plural organizational population, the course intends to delve into active methods of developing the company as a community, that is, as a context characterized by an active and positive sense of belonging, respecting identities and their intersections and interactions, in order to appreciate and enhance their unique and positive contribution, in an atmosphere of appreciation and respect.

## Objectives

With this teaching, with constant and active attendance at lectures and activities related to the course, students will be enabled and able to:

• understand the logic and strategies of business internationalization and more generally the strategies of multinationals
• analyze and design organizational structures for internationalization in coherence and connection, and in support of business strategies
• know the practices of international human resource management and be able to evaluate how to adapt the management and training practices of human resources according to organizational structures and cultural specifics
• promote and facilitate processes of growth and development of people and organizations in international and intercultural perspectives and contexts
• understand the complexity of managing people of different cultures within the same workplace, both in geographically distributed work groups
• identify the causes and address organizational conflicts in different and/or heterogeneous cultural contexts
• focus on the critical success factors at the company, team, and individual levels, in international contexts
• promote an actively inclusive culture that fosters a sense of belonging and develops organizational communities attentive to respectfully enhancing the unique contribution of all identities in their multiple intersections and interactions

## Methodologies

The course is predominantly experience-based, in the belief that this can promote real learning and effective acquisition of the proposed content.

The teaching uses lectures, but above all active experiments, group work, individual reflections, short cases, and testimonials that allow exploring in real and simulated organizational contexts the issues related to international human resources.

In particular, the classroom itself gradually becomes a laboratory for experimentation, discovery, and construction of knowledge and meanings, always from the perspective of the proposed content. Respecting the needs of everyone, if and when possible, participation in person is encouraged, as it represents a collective learning opportunity, not reproducible solely through individual study of texts and content.

Specifically, 20 hours will be dedicated to the expository mode of content delivery. The remaining 36 hours will be carried out in an interactive and experiential manner. Of these, 16 hours will be dedicated to group work, their presentation, and learning in a flipped classroom setting. 8 hours will be dedicated to the study and discussion of cases, also through the presence of company witnesses. The remaining 12 hours will be managed through active teaching methods, with guided exercises and space for reflection on the experience and its sharing, using the classroom as a proxy for its object of study as a temporary organization. Hence about 36% of the didactic activity will be provided in a traditional expository mode of contents, whilst the remaining 64% will be predominantly provided in an active/interactive fashion, with a deep focus on learner-led pedagogy, participatory/dialogic didactics, experiential learning and democratic values, according to the tradition of Organization Development.

## Online and offline teaching materials

Upon participants' request, additional supplementary articles (also in English) can be made available. If needed, these texts can be requested from the teacher, but they will not represent additional and mandatory educational material for the exam.

## Programme and references

• Block Peter, Community, la struttura dell'appartenenza, Ayros, Milano, 2021, pp.256 ISBN: 979-12-80359-10-0
• Meyer Erin, La mappa delle Culture, Roi Edizioni, Milano, 2021, pp. 224
ISBN: 978-88-36200-41-2
• Mee-Yan Cheung-Judge, Linda Holbeche,
Organization Development,cambiare il mondo un'organizzazione alla volta, Ayros, Milano, 2023, pp. 576 - Chapters to study from the first part of the book: Section 1 (Chapters 1 and 2); Section 4 (Chapters 10 and 11), Section 5 (Chapters 12 and 13) and the entire second part
ISBN: 979-12-80359-20-9

Alternatively, if the student is interested, the text "Organization Development" can be replaced with a text chosen from the following:

- Tim Brown, Change By Design, come il Design Thinking trasforma le organizzazioni e ispira innovazione, Ayros, Milano, 2024, pp.240 ISBN: 979-12-80359-80-3

- Jeffrey Pfeffer, Power, perché alcuni hanno potere e altri no, Ayros, Milano, 2021, pp.256 ISBN: 979-12-80359-02-5

- Ed Nevis, Gestalt Consulting, Ayros, Milano, 2024, in the process of being published

- Francesca Cardona, Work Matters, fare consulenza ai Leader e alle Organizzazioni secondo la tradizione Tavistock, Ayros, Milano, 2024, pp.192 ISBN: 979-12-80359-68-1

## Assessment methods

For attending students, the evaluation is composed of:
• Intermediate deliveries to be carried out in groups and an individual work
• Oral exam at the end of the course

For non-attending students, the preparation of a paper/project-work and an oral exam is foreseen.

For non-attending students, the completion of a paper/project-work and an oral exam are required. Detailed information regarding the paper/project-work will be available at the end of the lectures.

In particular, the project work is an individual assignment in which the concepts of the course are applied to a particular situation/context. It is a work of synthesis. The idea is to focus on a context (organization+geography) and try to interpret it from an organizational point of view using the OD perspective (Cheung-Judge/Holbeche), culture (Meyer), and intervention to foster the development of belonging (Block). It is a free assignment that usually requires a bit of research and imagination combined with the patience to try to apply what has been learned. If you have access to a specific situation or context, this can be a starting point. But you can also start from a personal curiosity and interest.

In particular, the format is the student's choice. As for the case, the student can and is invited to draw from where they consider most useful to support their learning while at the same time favoring a concretely accessible perspective.

The evaluation will be based, in general, on:

- Knowledge and understanding of theoretical and operational models.
- Analytical skills of business realities, work groups, and individual paths in light of theoretical models.
- Ability to solve complex organizational problems, considering the countries in which organizations operate, the company size, and the type of personnel to manage.

Additional factors of evaluation for attending students will also include:

- Active, curious, and critical participation in lessons
- Constructive and collaborative contribution to group work
- Particularly, it should be kept in mind that a significant part of the evaluation for attending students is based on group work, as will be detailed during the first lesson of the course.

Over the years, when I happen to receive an email requesting information about the exam, I usually add, along with the general information, a more specific note, which I report below: "During the exam, I will also be pleased to know from you what interested you the most about what you studied. And what is most useful to you. I'm telling you this now, so, if you wish, you have a chance to reflect on this as well, while you prepare. And you don't feel caught off guard or put on the spot, which usually doesn't help you feel at ease and express your best." I believe that, along with a careful, accurate, and reasoned acquisition of the contents, the personalization of learning and its integration with the particular experience and identity of the individual learner represent a useful element in guaranteeing the long-term retention of the acquired content and maximize the probability of its effective use.

**Office hours**

The student reception is usually held on a weekly basis. The details of the schedule will be available on the e-learning platform after the start of the lectures.
The reception time and day may undergo changes (in exceptional situations) even close to the scheduled date. Therefore, students are advised to always recheck the notices published by the teacher before showing up.
With the aim of fostering an open and active dialogue and discussion to support learning, the teacher remains available to the students of the course even outside office hours, inviting them not to hesitate to contact him if necessary.

**Programme validity**

The programs are valid for two academic years.

**Course tutors and assistants**

**Sustainable Development Goals**

QUALITY EDUCATION | GENDER EQUALITY | DECENT WORK AND ECONOMIC GROWTH | INDUSTRY, INNOVATION AND INFRASTRUCTURE | REDUCED INEQUALITIES | RESPONSIBLE CONSUMPTION AND PRODUCTION