



INTERNATIONAL SUMMER SCHOOL 2026 SYLLABUS

Draft 2026

LEADING WITH INSIGHT AND EMPATHY (ECTS 5)

Lecturer Prof. Julie Felker

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Office Hours: By mutually convenient appointment. I encourage you to contact me with whatever is on your mind. I am here to support you.

SCHEDULE July 2026: 14, 15, 16, 17, 20, 21, 22, 23

COURSE DESCRIPTION

Leading with Insight and Empathy (5 ECTS)

In this Organizational Behavior course, students will explore the core principles that drive individual, team and organizational performance, considering both theory and practical applications. Key topics include personality and its influence on behavior, factors influencing job satisfaction and employee engagement, motivating employees, decision making, building high-performing teams, power and politics, organizational culture and techniques for fostering impactful and empathetic leadership. To be an effective leader of others, you must first know yourself well. Therefore, students will engage in self-reflection activities to understand their own values and beliefs. The course encourages students to develop their own leadership philosophy through reflective exercises, and explore how they can inspire and engage others, ultimately preparing them to create high-performing, positive work cultures.

LEARNING GOALS

This course addresses human behavior in the workplace from the perspectives of individual, groups, and organizations. The goal of this class is to increase your awareness of people-related issues in organizations and to review research that can help you effectively deal with such issues. When you have completed this class, you will:

- acquire basic knowledge in the field of organizational behavior by understanding the relationship between organizational practices and human behavior and identifying issues involving the human elements of the organization and linking them to specific organizational behavior concepts.
- be able to explain how individual differences impact behavior in organizations
- deepen your understanding of your own behavior in organizations and improve your interpersonal skills.
- communicate effectively by developing presentation skills appropriate for professional settings.
- Be able to adapt for doing business in a global environment by interacting with and learning from students from different cultures
- understand and improve your own experience and behavior as a member of a work group and facilitate the smooth functioning of a work team.

COURSE PHILOSOPHY

- To be an effective leader of others, you must first know yourself well.
- You are here because you want to grow in your knowledge and abilities.
- Treating each other with respect and kindness is essential for our learning community to thrive.
- You learn best when you are aware of and have the opportunity to build on your current capabilities.
- An interactive and participative learning environment will help you to learn best.
- Feedback is useful and important for your growth and development.

READINGS

Required Readings - Articles, Cases and Industry/Consulting reports

The course includes a series of contemporary academic and practitioner journal articles that provide the foundation for our learning. The readings give us the opportunity to link organizational theory to real practice. Course readings will be provided by the professor and posted to the Student Learning Platform. Please read them before each class session as designated in the schedule. You may notice that some of the assigned articles are several years old. Many that I have included are considered “classics”, and still very relevant today.

Supplemental Text

The course lectures, PPT slides and activities are comprehensive in nature, though students may prefer to also use a supplemental text as an additional resource. A solid Organizational Behavior Textbook can be accessed through the Open Textbook Library for free at: https://biz.libretexts.org/Bookshelves/Management/Organizational_Behavior

TEACHING METHODS AND WORKLOAD

Lectures	24 hours
Individual Work and Preparation	75 hours
Team Work and Preparation	36 hours
TOTAL	135 Hours (5 ECTS x 27 hours)

Attending/Participating in Lectures	1.00
Preparation and reading	3.00
Team activities	1.00
TOTAL	5.00 ECTS

GRADING

Class Engagement	20 points
Team Project	40 points
Exam	40 points
TOTAL	100 points

GRADING SCALE

5	>/= 90%
4	>/= 80%
3	>/= 66%
2	>/= 51%
Fail	<51%

Class Engagement

This component of your grade will be based on active participation in class discussions, and overall contributions made to everyone's learning. Enriched and engaged learning requires you to share your experiences, thoughts and ideas with others. To receive the greatest benefit from this course, a high level of participation by all students is very important. Each of you has valuable contributions to make.

Please be present and prepared and be active participants in small group and class discussions. Our classroom culture is one of collaboration and collegiality. It is a risk-free environment to share thoughts and ideas.

Some of the behaviors that contribute to effective class contributions are:

- Do I contribute to the discussion regularly?
- Are the points that I make relevant to the discussion?
- Are my comments linked to others' comments?
- Am I willing to interact with other class members (e.g., debate, or respectfully challenge other class members' assumptions) and help with their learning?
- Do I speak to the entire class, not only the Professor?

Team Project: Team Led Class Activity

On the first day of class, small teams of students will be formed. Your team will work together to explore a specific topic, create an engaging 30-minute "training session", and lead a class discussion and activity related to your topic. NOTE: The timing may be amended up or down, depending on the number of students in class. Included in your deliverable will be a PPT deck which will *guide* your discussion. Your focus should be applying theoretical concepts, **not** presenting the theoretic concepts themselves. You will choose any topic/issue related to our Organizational Behavior course content, but it cannot simply be a replication of what we will be discussing in class. Please refer to some ideas later in the syllabus. You are not limited to these topics, but you are welcome to choose one of these topics. If so, you must get the professor's approval first so there are no duplicates. Topics will be approved (in the order requested if there are duplicates) in the first class session.

Evaluation Criteria: Your team will be evaluated based on the following criteria:

Content

- Depth of understanding of the topic
- Use of real-world examples and practical applications
- Relevance and clarity of key points
- Clear and useful information

Active Engagement/Involvement with the Class

- Creativity and effectiveness of interactive elements
- Class participation and interest generated
- Practical takeaways for classmates
- Ideas include hands on activities, role playing scenarios, brief case studies, debates, Question & Answer sessions....

Presentation, including PPT Deck

- Organization, clarity, and professionalism
- Each student must have a speaking part during the presentation and discussion.

Tips for Success:

- Collaborate effectively within your team, dividing tasks fairly and communicating regularly. It must be obvious that this is a team effort, not just individuals putting their own parts together.
- Prioritize creativity and interaction to make your presentation memorable.
- Practice your presentation to ensure smooth delivery and time management.
- Reach out to the instructor if you need guidance or resources.

Possible Topics

Case Study Analysis: Choose a real-world organization with a unique culture or approach to management (e.g., Zappos, Netflix, Patagonia). Analyze its organizational behavior practices and how they contribute to its success or challenges.

Leadership Styles in Action: Interview a local manager or leader about their leadership style, challenges, and successes. Present insights with practical examples.

Conflict Management Simulation: Research common workplace conflicts and create a role-play scenario for the class to resolve, followed by a discussion on effective strategies.

Cross-Cultural Communication: Investigate cultural differences in communication styles and management practices and create a skit or interactive activity to demonstrate challenges and solutions.

Employee Motivation Experiments: Design a simple experiment to test motivational techniques and their impact on classmates' behavior.

Debate: Research a controversial ethical issue in the workplace (e.g., AI monitoring employees, workplace surveillance). Lead a debate with classmates.

Work-Life Balance Across Generations: Interview employees from different generations to compare perceptions and strategies for work-life balance.

Emotional Intelligence Workshop: Develop a mini-workshop to teach and demonstrate the importance of emotional intelligence in the workplace.

Team-Building Activity: Create a unique, fun team-building exercise for the class to participate in, followed by a discussion of its effectiveness.

Gender and Leadership: Explore challenges and successes of women in leadership roles, possibly including interviews with local female leaders.

Organizational Change Management: Study a company that underwent significant change (e.g., restructuring, mergers) and present what worked or didn't work in managing the transition.

Stress Management in Organizations: Research stress-reduction techniques used in organizations and lead the class in trying one or two of these techniques, like mindfulness or relaxation exercises.

Exam

The exam will be comprised of objective (multiple choice) questions related to our class lectures, discussions, readings, activities and case analyses.

LEADING WITH INSIGHT AND EMPATHY -- LEARNING SCHEDULE

Week/Module: Topic	Learning Deliverables
Session 1: July 15 <i>Course/Student Introductions</i> <i>Individual Attitudes, Job Satisfaction and Employee Engagement</i>	Readings Kopelman, S., Feldman, E., McDaniel, D., and Hall, D. (2012), Mindfully negotiating a career with a heart, <i>Organizational Dynamics</i> , 41, pgs. 163-171 Activities The Case of Marina Values and Vision
Session 2: July 16 <i>Individual Personality</i> <i>Perception and Decision Making</i>	Readings Sackett, P. and Walmsley, P., (2014), Which Personality Attributes Are Most Important in the Workplace? <i>Perspectives on Psychological Science</i> , 9(5), pgs. 538-551 Banks, G., Knapp, D., Lin, L., Sanders, C., Grand, j. (2022), Ethical Decision Making in the 21st Century, <i>Industrial and Organizational Psychology</i> , 15, pgs. 220-235 Activity Big Six Personality Dimensions Assessment

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Session 3: July 17 <i>Motivation: Theory and Practice</i>	Readings Delaney, M., and Royal, M. (2017), Breaking Engagement Apart: The Role of Intrinsic and Extrinsic Motivation in Engagement Strategies, Industrial and Organizational Psychology, 10(1), pgs. 127-140
Session 4: July 18 <i>Groups and Teams</i>	Readings Kambil, A. (2015). Drivers of team performance. Do you have a team? Do you want a team? Deloitte University Press, Executive Transition Series, pgs. 1-4 Duhigg, C., (Feb. 25, 2016), What Google Learned from Its Quest to Build the Perfect Team, New York Times https://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html Activity Are you a Good Team Player?
Session 5: July 21 <i>Power- Who Has It? Who Wants it? How do you Get It?</i> <i>Conflict, Incivility and Emotional Intelligence</i>	Readings Porath, C. L. and Pearson, C. M. (2010), The Cost of Bad Behavior, Organizational Dynamics, 39(1), pgs. 64-71 Buchanan, D. A. (2008), You Stab My Back, I'll Stab Yours: Management Experience and Perceptions of Organization Political Behavior, British Journal of Management, 19 (1), pgs. 49-64 Activity How Emotionally Intelligent Are You?
Session 6: July 22 <i>Leadership</i>	Readings De Smet, A., Gast, A., Lavoie, J., and Lurie, M. (2023), New leadership for a new era of thriving organizations), McKinsey & Company, pgs. 1-10
Session 7: July 23 <i>Organizational Culture</i> <i>Team Led Class Activity</i>	Readings Spritzer, G., Porath, C., and Gibson, C. (2012), Toward human sustainability: How to enable more thriving at work, Organizational Dynamics, 41, pgs. 155-162
Session 8: July 24 <i>Team Led Class Activity</i> Exam	

NOTE: THE ABOVE SCHEDULE IS A GENERAL OUTLINE AND MAY CHANGE ACCORDING TO THE COURSE DYNAMICS. HOWEVER, ALL KEY TOPICS WILL BE COVERED.

Professor Julie Anne Felker, DBA: Dr. Felker is Professor of Organizational Behavior at the Luxembourg School of Business. She is also a Faculty Affiliate and Senior Organizational Development Consultant for the William Davidson Institute (WDI) at the University of Michigan-Ann Arbor where she delivers management education programs and provides capacity building assistance in emerging economies to strengthen leadership and educational infrastructures and promote positive social change. In this role, she provides technical assistance in the areas of leadership and organizational development in developing countries such as Algeria, Bahrain, Indonesia, Papua New Guinea, Philippines, Rwanda, and the former Soviet Republics of Uzbekistan and Kazakhstan. She also regularly participates in NGO Leadership Workshops in Slovakia and Poland, empowering professionals from Central and Eastern Europe to develop strength-based leadership skills. Professor Felker frequently guest lectures at the Zagreb School of Economics and Management, University of Padova, and ESAN University (Lima, Peru). She teaches courses in Organizational Behavior, Leadership, Performance Management, Strategic Talent Management, and Employee Engagement.