# Course of Leadership & Organizational Change

## Academic Year 2023-2024 ([Classroom code: 52bs6db](#))

**Teacher:**



Prof. Mauro Gatti

## Syllabus

# 1 Course

1.1 Name: Leadership and Organizational Change

1.2 Code: 1047637

1.3 Italian Scientific Sector: SECS-P10

1.4 Degree Course: Manimp – Business Management (Master Degree)

1.5 Language: English

1.6 Teacher: Prof. Mauro Gatti ([mauro.gatti@uniroma1.it](mailto:mauro.gatti@uniroma1.it)) ([Classroom code: 52bs6db](#))


Leadership and Organizational Change is a 9 Credits (72 Hours) course of the Business Management Curriculum (Master Degree), aiming to allow students to learn the reasons and motivations behind the process of organizational change (with particular regard to radical-transformational change), the phases that characterize this process and the problems business firms face in effectively carrying out a project of change.

The topic of organizational change will be tackled by considering the most recent technological, operational, managerial and organizational innovations and the way in which they impact on business models, fundamental operational processes, organizational structures, culture and practices of Human Resource Management. This will help to understand the fundamental variables of the organization, on which to lever for the effective implementation of the change project, having regard to organizational performance and the achievement and improvement of competitive advantage.

Moreover, the analysis of the relationships and interdependencies that characterize the abovementioned variables will allow to obtain a systemic view of the complex connections between organization, strategy and environment and how organizational change emerges from their mutual interaction.

The 2023-2024 edition of the Course will be divided into two complementary parts. The first – 48 hours – will focus on the traditional themes of organizational change and leadership, while the second – 24 hours – (named "Innovation dynamics and organizational behaviors: the Semiconductor Industry case study"), will address the issues of change with particular regard to the sector of semiconductors, considered to be the basis of the development of the microelectronics industry. This subdivision does not imply that it is possible to take two different exams, 6 and 3 credits, as the course is unitary and passing the exam will give the right to a single and unitary grade.

# 2  Training Aims

## 2.1  General Aims

The main objective of the course is to transfer analytical knowledge about the process of change management of the firm and the ways in which the leadership acts within organizations.

Students will be able to recognize, face and solve problems arising in the different phases of the organizational change (from the planning of the organizational change, to the mapping of factors that can inhibit or favor the success of the plan itself, to the identification of the supporting roles in the implementation of the change, to the monitoring of the achieved results), also allowing to frame the relationships among organizational, environmental, strategic and operational variables and their mutual link in the change processes, considering their impact on the business performance.

Through appropriate models of organizational analysis, the course will provide adequate knowledge on the effects of systemic change processes and their impact on the main organizational variables.

The course will also provide knowledge on how to exercise leadership in change processes, through the analysis and comparison of leadership styles that can lead to improvements in organizational climate and socio-relational context with respect to toxic leadership style.

The course intends to eventually transfer students with adequate knowledge about the role that organizational culture and processes have in managing human resources to support the effectiveness of change management.

These objectives will be pursued through the adoption of an appropriate mix of lectures, individual jobs, group exercises and testimonies of organizational experts from the business world.

In particular, the special program on *Innovation dynamics and organizational behaviors: the Semiconductor Industry case study*, aims to walk through technology and innovation management challenges of the highly competitive semiconductor industry, from the perspective of leaders who have worked in this sector over the past 40 years. Innovation strategy driven by Moore's law and organizational capabilities needed to compete in a highly capital and knowledge-driven environment are described through examples, cases and lessons learned matured in the field. Emerging trends and technologies as well as new skills and capabilities to address future challenges are explored through a sustainable and people-centric vision.

## 2.2  Specific Aims

### 2.2.1  Knowledge and understanding.

At the end of the course, students will be able to recognize and face analytically the problems inherent in a process of organizational change, also thanks to the knowledge of models and tools applicable to the specific phases of planning, implementation and control of the change process.

This knowledge will be acquired by adopting an analytical perspective that considers the effects of changes on business models, on the main operational processes, on the organizational structure and practices and related to the development of Human Resources, aimed at understanding the existing systemic relationships. among these components of the organizational action and their impact on the performance of the business firm.

Furthermore, the understanding of the links between environmental, strategic and organizational variables will allow to analyze and solve problems related to the different phases of the organizational change of the firm, in the search for consistency among these variables and in compliance with the economic conditions of the firm itself.

### 2.2.2 Applying knowledge and understanding.

Through individual work and project work, also commissioned by important Italian entrepreneurial realities, students will be enabled not only to understand the origin, nature and typology of the various problems inherent in the processes of organizational change, but also to elaborate specific solutions using techniques, models and analysis tools transferred during the lectures.

The presentation by the students of the results of the group work will allow the development of capabilities for reflection and argumentation, together with the ability to exchange, share and display the results achieved.

Lectures from organizational experts coming from leading business organizations and the discussion of the related topics with the students, finally, will allow to corroborate - also with a practical feedback - the ability to apply the techniques and the results achieved by students themselves, and learn from any mistakes made.

### 2.2.3 Making judgements.

The course, through mixed methods of content delivery (lectures, individual and group work, company testimonials), while devoting adequate space to the main theoretical models in the reference literature, intends to stimulate students to realize a personal vision of organizational phenomena, encouraging autonomy of judgment and the creative solution, even if oriented and guided by the teacher, of the consequent problems.

In particular, individual and group work will be designed to increase critical, reflexive and independent judging skills, including that aimed at avoiding the biases that characterize the decision-making processes in this area. solving, also with regard to the ethical and social consequences that distinguish organizational choices.

### 2.2.4 Communication skills.

The performance of several case studies (at individual and group level) and the presentation of the results achieved is an important tool for the development of communication skills. In particular, the exercises are specifically designed to allow students to learn how to interact and communicate, simulating knowledge sharing activities and building consensus typical of real work contexts.

These skills represent a "natural" component of the contents of the course, given that the subject of organizational communication is a specific issue to be developed in order to support the organizational change process.

### 2.2.5 Learning skills.

Considering the high transversal and multidisciplinary nature of the topics the course will dealt with, the contents of which can easily be transferred even in organizational contexts other than business firms, the course of Leadership & Organizational Change allows to acquire theoretical, conceptual and applicative knowledge that can be used for a multiplicity of educational and practical paths subsequent to that of the three-year degree.

In addition, being the course the natural continuation of a master's degree course, not only in managerial or business areas, students will acquire skills that can be further developed, even independently, and used in companies, consulting firms and other organizations, as well as for the establishment of innovative, high-tech start-ups.

## 2.3 Pre-requisites

Although the issues of the organization can be learned independently from previous economic-business knowledge, an essential requirement for the students is, however, the possess of fundamental notions about the firm's economy and functioning, with particular regard to its nature, its characteristics - operational and management criteria and the economic and financial conditions that underlie its dynamics.

This knowledge is typically provided in Business Economics and Management courses, which for this reason must be considered mandatory to that of Leadership & Organizational Change.

# 3  Course Program

## 3.1  Contents

The contents of the course of Leadership & Organizational Change articulates as follows.

**Part 1) (48 hours)**

- The theory of socio-technical systems: a multivariate model for the analysis of organizational change
- Theories underlying the process of organizational change
- Reasons for change and types of organizational change
- Process analysis and competencies analysis
- Process re-engineering: incremental vs. radical change
- The role of technology in process re-engineering
- The impact of the digital revolution on the organization
- The digital transformation
- Planning the radical change
- The implementation of change and resistance to change
- The impact of organizational change: structure and operational systems
- The control of organizational change: recovery of the multivariate model
- The role of organizational culture in change processes
- Leadership and change management
- Types of leadership
- Good leadership vs. toxic leadership
- Human resources and organizational change
- Monitoring the change process

**Part 2) (24 hours)**

1 - Semiconductor Industry
- Industrialization and rise of information age
- Microelectronics overview and history
- Semiconductor Industry
- Moore's Law and Rock's Law: meaning and implications
- Semiconductor Memory Business – The Big Wave

2 - Innovation in highly competitive environment
- Innovation: creative destruction and creative accumulation
- More than Moore: meaning and examples
- Innovation amplifiers: product, processes and people
- Innovation dynamics: semiconductor memories case

3 - Information Era
- Emerging mega trends
- Sensors and IoT

- Silicon pervasivity within unprecedented fields
- AI: risks and opportunities
- Inflection Points and the paranoia of exponential transformations
- Current global context and challenges
- Innovation by purpose: Fondazione Hubruzzo and BluHub S.r.l. case

4 - People and network driven innovation (6 hours)
- Emerging critical skills and competencies
- Cooperation Vs Collaboration
- Organizational networks and Knowledge sharing
- Equilibrium and best results
- Leadership and human capital management
- Sense and sharing

## 3.2 Teaching Modalities

Classes will take place in the following days:

- Tuesday, from 10:00 to 12:00, room "Acquario"
- Wednesday, from 10:00 to 12:00, room "Acquario"
- Thursday, from 10:00 to 12:00, room n° 9B

The course will start on February 27th, 2024 and will end on May 28th, 2024.

## 3.3 Attendance

Attendance of lessons is not mandatory, but it is strongly recommended.

Students must enrol on the Classroom platform, by using the following code: 52bs6db

Not attending students must prepare for the final exam by studying the whole textbook (see Textbook Reference), as well as handouts and recommended other materials (as shown on Classroom chat).

# 4   Evaluation

## 4.1  Aim of the exam

The exam, consisting in a final written test (see Type of Exams below), will aim to verify the abilities and skills described in Section 2.2.

## 4.2  Exams Dates

Exams dates for the Academic Year 2023-2024 are as follows:

**Ordinary Sessions**:

June – July 2024 Session:
- 1st date: June 6th, 2024, at 10:00 am
- 2nd date: July 1st, 2024, at 10:00 am

September 2024 Session:
- 1st date: September 9th, 2024, at 10:00 am

January 2025 Session:
- 1st date: January 14th, 2025, at 10:00 am
- 2nd date: January 27th, 2025, at 10:00 am

**Extra Sessions** (only for out-of-course students):

May and November 2024 Sessions:
- 1st date: April 14th, 2024, at 10:00 pm
- 2nd date: October 14th, 2024, at 10:00 am

## 4.3  Type of Exam

The written test is mandatory for all students. It will consists of different batteries of questions, such as "true or false" or multiple choice questions, based on the entire recommended textbook (included boxes), other materials and handouts made available by the teachers during the course. Each correct answer worths as 1 point. No answers will worth 0, while penalties for wrong answers will worth minus 0,5 points. The oral exam is not mandatory, and it will only be reserved to students that passed the written exam with a grade equal or superior of 18/30. Students willing to improve their written exam's grade can ask the teachers for an integrative oral exam.

## 4.4  Overall Evaluation

The final grade will be expressed as a grade of out of 30.

# Textbook Reference

The basic text for exam preparation is as follows: Graetz F., Rimmer M., Lawrence A., Smith A., *Managing Organizational Change*, 2014, Wiley, III Ed.

Other materials and handouts will be made available by the teacher during the course.