

Syllabus

Course Description

Course Title	People Management
Course Code	25571
Course Title Additional	
Scientific-Disciplinary Sector	SECS-P/10
Language	English
Degree Course	Master in Entrepreneurship and Innovation
Other Degree Courses (Loaned)	
Lecturers	Prof. Michael Claus Erhard Nippa, Michael.Nippa@unibz.it https://www.unibz.it/en/faculties/economics-management/academic-staff/person/35249
Teaching Assistant	
Semester	First semester
Course Year/s	2
CP	6
Teaching Hours	36
Lab Hours	-
Individual Study Hours	-
Planned Office Hours	18
Contents Summary	This course equips students to become effective organizational members in leadership and team roles, emphasizing the human side of management crucial for entrepreneurship and innovation. Students explore key concepts of human behavior in organizations, analyzing individuals, teams, and organizational dynamics to enhance performance and innovation outcomes. Through lectures, discussions, and individual and group assignments, they apply behavioral science and HR management theories to real-world organizational challenges.
Course Topics	The focus of this course will be to study the behavior, attitudes,

	<p>and performance of people in formal organizations with a special focus on innovation and entrepreneurship.</p> <p>Participants will study issues and topics that require the knowledge of behavioral science concepts and organizational theory to understand, predict and influence human behavior in order to improve individual, team and organizational effectiveness.</p> <p>To understand the varied dimensions of organizational behavior and organizational effectiveness, fundamentals, actions, and interactions of individuals, groups / teams and organizational systems are emphasized.</p> <p>While the levels of analysis stress predominantly the individual level (e.g., impact of values, perception), and the group level (e.g., groups and teams, team composition, communication, conflict) references to the organizational and institutional level are given.</p>
Keywords	human behavior; human decision making; HRM; leadership; organizational behavior
Recommended Prerequisites	pre-reading of relevant text books will be helpful
Propaedeutic Courses	
Teaching Format	<p>The course combines three didactic approaches:</p> <ul style="list-style-type: none"> ¿ basic knowledge about basic knowledge is conveyed via frontal teaching based on a supportive script and textbooks, ¿ the newly acquired knowledge is discussed, reflected and deepened in oral discussions and readings, and ¿ applied in one individual and team assignment.
Mandatory Attendance	
Specific Educational Objectives and Learning Outcomes	<p>Knowledge and understanding</p> <p>The student acquires advanced knowledge and understanding of the models and instruments of economic-business analysis for the creation of a new company with particular attention to the identification of new market opportunities, the availability and procurement of economic-financial resources and technological and organisational skills for the development of the company</p> <p>The student acquires advanced knowledge and understanding of the models and tools of economic-business analysis for the management of a new enterprise, from the financial and organisational point of view and with respect to the dynamics of growth and development</p> <p>I/we acquire advanced knowledge and understanding of the</p>

	<p>theories and tools for the economic analysis of business decisions. I/we acquire advanced knowledge and understanding of models for new product development and innovation management within enterprises I/we acquire advanced knowledge and understanding of the tools of economic-business analysis and solutions for the development of innovations and organisational knowledge I/we acquire advanced knowledge and understanding of innovation economics models and systems for regional innovation development The student acquires knowledge of quantitative models for the formulation of forecasts needed to guide management decisions and to predict the life cycle of a product and an industry</p> <p>Ability to apply knowledge and understanding ability to acquire and select information that may be relevant from an entrepreneurial point of view, also in economic-productive contexts different from those studied ability to select the tools for business strategy and management, consistent with the business economics models considered appropriate ability to propose and implement strategic and operational lines of action to favour the birth of a new enterprise ability to acquire and select relevant information to frame cases of innovation (product, service, social, managerial organisational), also different from the contexts studied ability to select product development models, suitable to appropriately analyse a specific economic-productive context ability to classify, analyse specific innovations and assess their potential ability to select innovation management and organisational knowledge development models, suitable for a specific economic-social-productive context, such as digital transformation, resilience and sustainability ability to select the tools for innovation management and organisational knowledge development, consistent with the models deemed appropriate ability to propose and implement strategic and operational courses of action to foster the development of innovation by a company ability to assess the potential of an innovation within existing</p>
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	<p>enterprises, with respect to the creation of a new enterprise (e.g. intrapreneurship, open innovation, etc.).</p> <p>Autonomy of judgement Acquire the ability to analyse complex entrepreneurial issues, such as the elaboration and evaluation of a business project (business plan) or the development of a new product. Acquire the ability to make predictions, such as analysing the future consequences of entrepreneurial, managerial and operational choices. Autonomy of judgement is developed in the training activities carried out for the preparation of the thesis, as well as in the exercises that accompany the lectures and that involve group discussions and the comparison of individual analyses carried out by students in preparation for the lecture.</p> <p>Communication skills Acquire the ability to describe and communicate in an intercultural context, in a clear and precise manner, problematic situations typical of the management of a new enterprise and the development of innovation, such as, for example, the conditions for the validation of a problem or solution, the prospects and risks associated with a business model or an innovation project. The development of communication competences assumes heterogeneous situations such as, for example, the presence of internal stakeholders (e.g. colleagues, managers, owners), or external stakeholders (e.g. potential investors, suppliers and other business partners) and the ability to sustain an adversarial process. The achievement of these objectives is assessed in the course of the training activities already mentioned, as well as in the discussion of the final thesis.</p> <p>Learning ability Acquire the ability to study independently, to prepare summaries. Acquire the ability to identify thematic connections and to establish relationships between different cases and contexts of analysis Acquire the ability to frame a new problem systematically and to generate appropriate taxonomies. Acquire the ability to develop general models from the phenomena studied.</p>
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<p>Specific Educational Objectives and Learning Outcomes (additional info.)</p>	<p>Knowledge and understanding: Participants are provided with the fundamentals of organizational behavior and human resource management. Related readings of seminal works and their in-class discussion support the understanding of newly acquired knowledge.</p> <p>Applying knowledge and understanding: Participants will be enabled to put the knowledge of organizational behavior and the management of people into practice. The individual assignment fosters the transfer of theoretical concepts to individual contexts.</p> <p>Making judgments: Participants will be guided and encouraged to translate the newly acquired knowledge about generic concepts to real life situations as well as critically challenge common wisdom about managing people in organizations, both technically and ethically.</p> <p>Communication skills: Through presenting their term assignments participants will be trained to articulate and defend their arguments in front of critical audiences. In-class discussions, if actively used, will train these skills additionally.</p> <p>Learning skills: Critical in-class discussions, comprehending and adequately summarizing and communicating reading assignments and term assignments help to improve individual learning skills.</p>
<p>Assessment</p>	<p>The assessment of the individual performance is based on two exclusive alternatives that must be irrevocably chosen after the fourth lecture or earlier:</p> <p>Alternative A (attending students):</p> <p>Class attendance must be at least 80% and there is no exemption from lectures dedicated to the presentation of term assignments (mid of January 2026).</p> <p>Class participation and individual summary of mandatory readings (20% of total grade): A well-structured page summarizing in an individual way the content of one mandatory reading per lecture (approx. 4-5 summary papers) of not more than 1 text page (approx. 500 words) without any copy-paste or screenshot elements and participation in in-class discussions about these readings and knowledge presented.</p> <p>Individual term assignment (30% of total grade): Students are expected to transfer a concept or theory that they learn about during the lecture to an own problem, event, or experience. This includes the timely elaboration of a well-structured document of not more than 2 text pages (approx. 1,000 words) -50%- and a</p>

	<p>max. 5 minutes presentation (no ppt. etc) in class -50%-.</p> <p>Group term assignment (30% of total grade): Students are assigned to groups which will receive a clearly defined task such as conducting a thematic literature review or assessing the transferability / applicability of general OB concepts on the EIM context. Expected output are a well-structured paper of not more than 10 text pages (approx. 5,000 words) -60%- and an approx. 15 minutes presentation in class -40%-</p> <p>Written exam with options to choose from – 20 minutes (20% of total grade)</p> <p>NOTE: Term assignments are valid for the academic year 2025/2026 and cannot be carried over beyond that time-frame.</p> <p>Alternative B (non-attending students): Class attendance and assignments not required – final written exam of 80 Minutes (100%) –closed book– based on the script, textbook, and required readings (provided via OLE).</p>
Evaluation Criteria	<p>The following evaluation criteria are essential for the assessment:</p> <ul style="list-style-type: none"> ¿ Correctness and reliability of statements ¿ Structure and clarity of statements ¿ Logic and coherence of statements ¿ Quality and extent of the research as a basis for statements ¿ Integration and interconnectedness of newly acquired content ¿ Activity and proactivity regarding individual contributions ¿ Evidence-based choice and application of newly acquired content ¿ Quality, applicability and innovativeness of outputs and hand-ins ¿ Compliance with formal and ethical rules and standards regarding written and verbal documents, statements and other outputs including meeting deadlines and matching given requirements (e.g., volume) ¿ Empathy and supportive engagement within regard to the learning process and beyond.
Required Readings	<p>Robbins, S. P. & Judge, T. A.: Organizational Behavior, 19th ed., Pearson or Global Edition. ISBN 978-1292259239</p>

	Gary Yukl, G.: Leadership in Organizations, 9th ed., Pearson or Global Edition; ISBN 978-8131756164
Supplementary Readings	Teaching slides (script), reading assignments, supplementary readings, all of which will be made available for downloads from OLE in addition to course information.
Further Information	An extended syllabus will be provided and explained in the first lecture and subsequently posted on OLE
Sustainable Development Goals (SDGs)	No poverty, Good health and well-being, Quality education, Partnerships for the goals, Decent work and economic growth, Industry, innovation and infrastructure, Reduced inequalities, Gender equality