

COURSE IN PROJECT-BASED ORGANIZATIONS: DESIGN AND HUMAN RESOURCE MANAGEMENT

LUISS MSc in Economia e Direzione delle Imprese

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COURSE OVERVIEW:

The purpose of this course is to increase your ability to understand, navigate and improve the organizations within which you will work. A particular emphasis will be given to organizations in the creative industries and to fashion and luxury sectors in particular. This is a course in applied behavioral science. By this I mean that we will analyze real organizational situations and carve out some fundamental behavioral science concepts. Although the emphasis is on project based organizations, and on luxury, fashion and creative industries, some of the course material applies to organizational dynamics in general, while others are tailored specifically for project based organizations.

The cases we will approach come from a wide range of sectors such as luxury fashion, haute cuisine, movie industry, the performing arts, public heritage. We will examine both young and/or short term organizations looking for long term market impact, and long term organizations that create project task forces to the benefit of the core organization. We will address some of the main challenges and dilemmas of these organizations, and of organizations with a creative edge, in general. We will also draw insights from emergency businesses to learn how to deal with fast-paced activities, uncertainty and swift coordination in project organization.

FORMATIVE COURSE OBJECTIVES:

Upon completion of this course, students are expected to successfully meet the following management course learning outcomes:

1. demonstrate understanding of the core concepts and processes related to the design, implementation and evaluation of project based organizations
2. demonstrate understanding of the core concepts and processes related to managing teams, projects and networks of project based organizations
3. comprehend and apply the principal concepts of the course at the individual, group, and organizational levels of analysis and identify how these concepts affect organizational and individual performance
4. demonstrate critical thinking skills by extracting core concepts and mechanisms from real situations without the instructor's assistance
5. learn how to navigate and exploit disruptive, extreme situations
6. use concepts learned in classroom or derived from readings to define, model, analyze and evaluate complex business problems.
7. demonstrate effective interpersonal communication skills in classroom
8. identify how course content relates to your personal development and future career
9. show an improved ability to effectively communicate complex business issues, both in written and oral form

PREREQUISITES:

There are no prerequisites for this course

COURSE CONTENTS:

The course will help you understand some of the challenges involved in designing, implementing and taking forward project based organizations. It will also focus on challenges of both managing people and being managed by people in project based organizations. Examining organizational processes at various levels of analysis will help you learn how management practices change as you progress through your careers and how others' expectations of you change too. The course will greatly emphasize the importance of group and intergroup dynamics for project based organizations. Throughout the course, we will look at how our own goals, assumptions and courses of action get mixed with those of colleagues, bosses, clients, suppliers and other stakeholders at large, to influence significantly the trajectories of project based organizations. We will thus analyze typical behaviors, expectations and biases of collaboration and will comment on the risks and opportunities they bring in the evolution of project based organizations. We will look at challenges for leaders and self-managed teams, at team dynamics in temporary and in permanent project-based organizations, and connect them to the search for organizational creativity and authenticity. We will also comment on the increasing tendency of organizations to think about project networks, rather than isolated projects. We will conclude with a reflection on what it means nowadays to be an employee of project based organizations and what it takes to build a career in the creative/luxury industries. We will consider a set of tips aimed at helping you orient on the job market and prepare you to manage your career effectively.

COURSE METHOD AND ORGANIZATION:

The course is organized in thematic sessions of at least two lessons. Each session will explore a different theme that is paramount in the functioning of project based organizations. The table below gives you an overview of the sessions to be addressed during our course.

Course Schedule: The course will be held starting with 16/02/17 on **Thursdays 12:00-13:30 and Fridays 15:30-17.00 all weeks save for Mid Term Week (30/03/17-31/03/17) and Easter Break Week (13/04/17-14/04/17)**. See table with extended program for details. **As an exception, please note that the lessons in Session VI will be held on: Monday 27/03/17 from 10:30 to 12:00 and on Tuesday 28/03/17 from 18.00 to 19:30.**

Teaching method and readings: Much of our learning in this course will be through case studies, exercises, and class discussions. There is no textbook for this course. This makes classroom attendance fundamental. You will confront with different types of readings. As far as **required readings** are concerned, you will be asked to read, understand and comment on articles or business cases. **Articles** are often conceptual and empirical. They present a set of real situations and propose a series of concepts that can explain them. You will need to understand the situation these articles refer to and answer some questions and/or create a map of the main concepts/ideas that are present in the article. In classroom we will discuss them, and decide on how to systematize them. You must not treat the concepts in these readings as given. We will discuss them in classroom and decide together how to make sense of them, and you will be encouraged to criticize the things you do not agree with and propose other explanations than the ones proposed by the authors. **Business cases** will expose you to real situations as well but will ask you to be the ones who provide interpretations for them. Sometimes, we will compare and contrast an article and a business case study. This exercise is important because it should help you develop a more critical and systematic approach to analyzing real world phenomena and ponder information deriving from experience and external sources.

Attention: There are 5 business cases that must be purchased by students as material for this course. They can be purchased following the link: <http://cb.hbsp.harvard.edu/cbmp/access/61785204>

All the other readings will be provided free by the instructor on the platform.

You will also find a set of **additional suggested readings**. These are not mandatory; Many of them are used by me to develop the lecture in classroom so they can be useful if you weren't able to attend the lesson, if you want to go back to some arguments that were made in classroom or if you want to know more about the topic.

EVALUATION METHOD:

The final grade will be based on a **30-point scale** and will be composed as follows:

- Assignments: maximum 15 points
- Classroom participation: maximum 2 points
- Final exam: maximum 15 points

The final examination will have a **written form**. It will be closed book and closed notes. It will cover all mandatory lectures, readings and assignments unless stated otherwise.

As you can see, attendance and assignments are important. A good grade will be difficult to achieve without regular attendance and course assignment. If you are not able to attend, you should read the additional suggested readings and get in touch with the tutor to understand how to best prepare for the missed class in view of the exam.

The assignments will be posted at least one week before classroom on the course platform. In the assignments you will be required to answer questions about the readings, to provide maps about their main arguments, or to write essays about the session theme.

Assignments must be sent by email to the tutor Rehab Iftikhar riftikhar@luiss.it AT LEAST 36h before the class. With very rare exceptions, there will be no possibility to deliver assignments after the due date.

Before some sessions, students will need to carry out assignments in groups. In particular, they will work in groups to deliver a joint concept map of the week's readings to demonstrate their understanding of the key concepts raised and of how the readings relate both within a particular week and to others throughout the term. Groups will be assisted in this exercise by the course tutor. Concept maps need to be handed out in the same way as the other assignments. One group will be asked to present the concept map in classroom, and to comment also on the group dynamics and negotiations they went through in order to reach the final version of the map.

Both the articles and business cases can be quite dense of information. You do not need to know them in detail to complete the assignments, to participate in classroom discussion or to take the final exam. I suggest that you learn to navigate through contents and extract the essential. Concept maps or event maps can be useful in that, and in classroom we will see together how to create them. However, remember that assignments and classroom discussions do not need to be minute reproductions of the readings. Instead, they need to reflect a general understanding of the reading, and the ability to answer for each assignment a couple of questions about them. In classroom, you will need to show that you have understood them, and that you can critically comment on them. I will ask some of you to discuss the questions in the assignments, and hopefully, we will get different answers and reflect on them together, as the lecture evolves. When you share, it helps others to learn – and vice-versa. As a class, we will discuss different options to solving case problems and evaluate how well we think each of these options would work. I will also ask you to apply as many of the concepts as you can to projects, events, or strategies that you've encountered throughout your career as students and/or workers.

The assignments and much of the classroom interaction will be based on these readings, so you need to make sure you read them in advance and that you deliver the assignment for each session as indicated by the instructor. **All assignments, readings and case materials will be available on the e-platform at least one week before each class.**

With regard to **the evaluation** of the quality of your assignments, class participation and final exam, the following dimensions will be mostly considered:

- *Relevance:* Does the comment bear on the subject at hand? Comments that do not link up with the discussion focus can detract from the learning experience.
- *Analysis:* Are the logical antecedents or consequences of a particular argument traced out? Is consistent and logical reasoning used? Comments that encompass the implications of a fact or idea are generally superior.

- *Evidence*: Have appropriate data (e.g., from readings, from personal experience, from general knowledge) been employed to support the assertions made?
- *Clarity*: Is the comment succinct and understandable? Is it formulated in a professional manner?

SPECIFIC COURSE POLICIES

This is a business class so I expect a high degree of professionalism. The work you deliver must be typed and professional in appearance or will be judged negatively.

Late assignments will not be accepted.

You are not allowed to use your laptop, cellphone, tablet, or any other forms of outside connection while in class except for tasks related to class activities.

EXTENDED PROGRAM AND REFERENCE READING MATERIAL:

SESSION	LESSONS	TOPIC	ASSIGNMENTS
SESSION I	L1 16/02/17	INTRODUCTION TO THE COURSE OF PROJECT BASED ORGANIZATION: DESIGN AND HRM	NO ASSIGNMENT
	L2 17/02/17		
SESSION II	L3 23/02/17	CRAFTING MARKETS OF AUTHENTICITY	ASSIGNMENT #1
	L4 24/02/17		
SESSION III	L5 02/03/17	PEOPLE MANAGEMENT IN PROJECT BASED ORGANIZATIONS: DILEMMAS OF LEADERSHIP, CREATIVITY AND STRATEGIC VISION	ASSIGNMENT #2
	L6 03/03/17		
SESSION IV	L7 09/03/17	TEAM DYNAMICS: FROM LEADERSHIP TO SELF-MANAGED TEAMS	ASSIGNMENT #3
	L8 10/03/17		
SESSION V	L9 16/03/17	PROJECT BASED ORGANIZATION AND COORDINATION IN EXTREME SITUATIONS	ASSIGNMENT #4
	L10 17/03/17		
SESSION VI	L11 27/03/17	MANAGING MEGAPROJECTS. DEALING WITH UNCERTAINTY (ANDREW DAVIES)*	TBD
	L12 28/03/17		
MID TERM-WEEK	30/03/17 31/03/17	NO CLASSES	
SESSION VII	L13 06/04/17	TEAM PATHOLOGIES AND PROJECT EVOLUTION	ASSIGNMENT #5
	L14 07/04/17		
EASTER BREAK	13/04/17 14/04/17	NO CLASSES	
SESSION VIII	L15 20/04/17	MANAGING MEGAPROJECTS. COPING WITH COMPLEXITY (ANDREW DAVIES)	TBD
	L16 21/04/17		
SESSION IX	L17 27/04/17	MANAGING PROJECT NETWORKS	ASSIGNMENT #6
	L18 28/04/17		
SESSION X	L19 04/05/17	MULTIPLE TEAM MEMBERSHIP AND KNOWLEDGE SHARING IN PROJECT BASED ORGANIZATIONS	ASSIGNMENT #7

	L20 05/05/17		
SESSION XI	L21 11/05/17	CAREERS IN FAST PACED AND PROJECT-BASED ORGANIZATIONS	ASSIGNMENT #8
	L22 12/05/17		
FINAL EXAMINATION			
*All classes will be held on Thursdays 12:00-13:30 and Fridays 15:30-17.00 SAVE FOR the lessons in Session VI which will be held on: Monday 27/03/17 from 10:30 to 12:00 and on Tuesday 28/03/17 from 18.00 to 19:30.			

SESSION I. INTRODUCTION TO THE COURSE OF PROJECT BASED ORGANIZATION: DESIGN AND HRM

In the first lesson, we will depart from your expectations and understandings to make sense of what we mean by designing and managing project based organizations, especially in the creative industries, including fashion and luxury. We will look at different types of project based organizations, and by building on real life cases, we will reflect on the opportunities and challenges that each type can provide. For this reason, we will consider some frequent dilemmas that project based organizations in the luxury and creative industries are faced with. We will consider both at organizations that rely principally on projects to carry out their activities (i.e., project-based organizations) and on organizations that create (short or long term) project task forces (i.e, project-led organizations). The aim of the first lesson is to understand the connections between the main topics addressed in the syllabus and why it is important that we study them in depth.

Readings:

No readings required for the first lesson

Assignment:

No assignment is required for the first class. However, you should download on your cellphone the following app: **poll everywhere app, available both for android and IOS**. You then can look for my presentation account which is PollEv.com/paulaungurea533. **Whenever I post questions you will be able to answer them.**

During the first class you will be asked to use it to provide some keywords about what you expect from this course on the short term (i.e., how it should relate to your academic preparation), and on the long run (i.e., how it should relate to your visions and intentions about the professional future), and also about what it means, according to you, to manage people in project based organizations, especially in the fashion, luxury and creative industries.

SESSION II. CRAFTING MARKETS OF AUTHENTICITY

In this session we will explore a common theme in creative industries: the quest for authenticity. But what exactly is authenticity and who are the main players who get to have the last word for it? In this session/lesson we will explore how people break established boundaries in the quest for authenticity. We will see that authenticity is rarely an individual project. Instead, it implies creating links between different projects and industries, mobilizing clients, customers, business partners and audiences in new ways. We will examine different “authenticity projects” in the haute cuisine and the performing arts. We will also explore the dark sides of searching for authenticity at all costs, and the risks of falling into the ranks of unoriginality.

Assignments:

One assignment is required for this session. You will need to show that you have understood what are the main characteristics, risks and opportunities of project based organizations searching for authenticity. You will be asked to first read and then answer a set of questions regarding the El Bulli case. You will also be asked to look at Marina Abramovic’s TED talk and answer a set of questions considering the differences and similarities with the El Bulli case.

Assignment #1 - *to be posted on the platform*

Readings:

Planellas, M., Svejnova, S., (2014) Ferran Adrià and El Bulli’s Transformation, Harvard Business School Cases, (# ED0003PDFENG) purchase case at: <http://cb.hbsp.harvard.edu/cbmp/access/61785204>

Ted Talks: Marina Abramović: An art made of trust, vulnerability and connection http://www.ted.com/talks/marina_abramovic_an_art_made_of_trust_vulnerability_and_connection
(*access this link to watch video*)

New York Times Article: Ferran Adria Feeds the Hungry Mind (*see file on platform*)

ElBulli Dishes (*see file on platform*)

Additional Suggested Readings:

Anderson, J. V. (1992). Weirder than Fiction: The Reality and Myths of Creativity. *The Academy of Management Perspectives*, 6(4), 40.

Fine, G. A. (2003). *Crafting authenticity: The validation of identity in self-taught art. Theory and Society*, 32(2), 153-180.

SESSION III. PEOPLE MANAGEMENT IN PROJECT BASED ORGANIZATIONS: DILEMMAS OF LEADERSHIP, CREATIVITY AND STRATEGIC VISION

In this session we will analyze some of the hard decisions that managers in project based organizations come across with. In particular, we will try to understand why managing people in creative industries can be challenging; we will identify typical dilemmas that managers encounter and discuss a series of alternatives for solving them.

Assignments:

One assignment will be required for this session. You will be asked a set of questions about the cases in the readings and encouraged to compare and contrast them according to a series of factors that you consider the most important. You will also need to motivate your choice.

Assignment #2 -to be posted on the platform

Required Readings

Case: Martinez-Jerez, F. D. A., Corsi, E., & Dessain, V. (2009). Gucci Group: Freedom within the Framework. HBS Case, (#109-079). Purchase case at: <http://cb.hbsp.harvard.edu/cbmp/access/61785204>

Bertelli, Patrizio. (2012) "HOW I DID IT -Prada's CEO on Staying Independent in a Consolidating Industry-Six Principles Behind the Fashion House's Success." Harvard Business Review: 39.

Additional Suggested Readings:

Waldman, D., & Bowen, D. (2016). *Learning to Be a Paradox-Savvy Leader. The Academy of Management Perspectives.*

Harrison, S. H., & Rouse, E. D. (2015). *An inductive study of feedback interactions over the course of creative projects. Academy of Management Journal, 58(2), 375-404.*

SESSION IV. TEAM DYNAMICS: FROM LEADERSHIP TO SELF-MANAGED TEAMS

In this session we will explore the life of the project beyond the project leader. We will examine team dynamics and how they influence the evolution and outcomes of project based organizations. Throughout the course, we will look at how our own goals, assumptions and courses of action get mixed with those of other colleagues and project stakeholders, and how these dynamics shape both projects and our ability to deal with them. We will thus analyze typical behaviors, expectations and dynamics of collaboration in teams and will comment on the risks and opportunities they bring in the evolution of project based organizations. The session swiftly passes from a leadership perspective on project-based organization to the day-to-day reality of self-managed teamwork. We will compare and contrast these two facets of the same coin and identify specific mechanisms to analyze them.

Assignments:

Assignment #3 -to be posted on the platform

Required Readings

Watch documentary film *The September Issue* (2009), by R.J. Cutler at <https://fmovies.se/film/the-september-issue.mx7p/oo5x3z>

Austin, R., & O'Donnell, S. (2007). Paul Robertson and the Medici String Quartet; HBS (#607083-PDF-ENG) Purchase case at: <http://cb.hbsp.harvard.edu/cbmp/access/61785204>

Bertolotti, F., Macrì, D. M., & Tagliaventi, M. R. (2005). Spontaneous Self-Managing Practices in Groups Evidence From the Field. *Journal of Management Inquiry, 14(4), 366-384.*

Additional Suggested Readings:

Bechky, B. A. (2006). Gaffers, gofers, and grips: Role-based coordination in temporary organizations. *Organization Science, 17(1), 3-21.*

Edmondson, A. C. (2012). Teamwork on the fly. *Harvard Business Review, 90(4), 72-80.*

SESSION V. PROJECT BASED ORGANIZATION AND COORDINATION IN EXTREME SITUATIONS

The premise of this session is that organizations in fashion, luxury and creative industries can learn substantially from extreme settings where groups must coordinate to execute highly risky interdependent tasks. We will spend two lessons trying to understand how project groups organize to deal with highly challenging situations in extreme contexts such as medical emergency rooms, firefighting and space missions. We will comment on aspects regarding coordination, trust and decision making in extreme situations, and in parallel we will reflect on different types of extreme situation projects. We will identify the most important factors of success in extreme situations projects and come up with a set of rules for avoiding the consequences of failing in challenging situations.

Assignments:

There will be one assignment for this session. It will require you to identify how effective team leaders prepare in advance to deal with stress and crisis but also how they adjust and improvise when they are in the middle of crisis. You will be given a set of questions asking you to compare and contrast the two extreme cases in this session's readings, identifying conditions (and consequences) for failure and success. You will need to systematize the main critical factors mentioned in the readings and identify ways in which effective team leaders can lead in the midst of stress and crisis.

Assignment #4 -to be posted on the platform

Readings:

Michael A. Roberto; Erika M. Ferlins (2003), *Fire at Mann Gulch*, Harvard Business Cases #:304089-PDF-ENG Purchase case at <http://cb.hbsp.harvard.edu/cbmp/access/61785204>

Klein, K. J., Ziegert, J. C., Knight, A. P., & Xiao, Y. (2006). Dynamic delegation: Shared, hierarchical, and deindividualized leadership in extreme action teams. *Administrative Science Quarterly*, 51(4), 590-621.

Additional Suggested Readings:

Capers, R. S. (1994). *NASA post Hubble: Too little, too late?*. *The Academy of Management Executive* (1993-2005), 8(2), 68-72.

Capers, R. S., & Lipton, E. (1993). *Hubble error: Time, money and millionths of an inch*. *The Academy of Management Executive* (1993-2005), 41-57.

Weick, K. E. (1993). *The collapse of sensemaking in organizations: The Mann Gulch disaster*. *Administrative Science Quarterly*, 628-652.

SESSION VI. MEGAPROJECTS. DEALING WITH UNCERTAINTY - ANDREW DAVIS

TBD

SESSION VII. TEAM PATHOLOGIES AND PROJECT EVOLUTION

In this session, we will look at how projects evolve throughout lifecycle stages (i.e., setup, design, implementation, ending) and how each phase poses different challenges to project teams. We will see that as a project moves forward, many things can change. Most importantly, many factors that were initially unknown or difficult to foresee gradually become reality. As such, team members are faced with

increasingly complex decisions regarding the feasibility, the effort, time, money and market constraints of their projects. We will discuss in depth a set of biases that are common to project teams, try to understand how they may impact the evolution of a project. In the two lessons dedicated to this topic, we will explore the tensions between two types of arguments: on the one hand, the advantages of staying committed to a project through adversity; on the other hand, the dramatic consequences of refusing to give up on projects that are going nowhere. We will discuss how pathologies and biases at the team level are related to these tensions.

Assignments:

One assignment will be required for this session. It entails a set of questions related to the readings, and a set of questions regarding the application of the readings to your day-to-day lives. In particular, you will be asked to select a set of biases from the list provided by Shore (2008) and explain them using your own life-experience and understanding of organizational settings.

Assignment #5 –to be posted on the platform

Readings:

Shore, B. (2008). Systematic biases and culture in project failures. *Project Management Journal*, 39(4), 5-16.

Muir, C. (2007). Knowing When to Quit: Do Optimism and Overconfidence Cloud Inventor Judgment?. *The Academy of Management Perspectives*, 21(4), 78-80.

Drummond, H. (2014). Escalation of Commitment: When To Stay the Course?. *The Academy of Management Perspectives*, 28(4), 430-446.

Additional suggested readings:

Kerr, S. (1995). On the folly of rewarding A, while hoping for B. *The Academy of Management Executive (1993-2005)*, 9(1), 7-14.

Waples, Christopher J., and Satoris S. Culbertson. (2011) "Best-Laid Plans: Can Whistleblowing on Project Problems Be Encouraged?." *The Academy of Management Perspectives* 25.2: 80-82.

SESSION VIII. MANAGING MEGAPROJECTS: COPING WITH COMPLEXITY - ANDREW DAVIES

TBD

SESSION IX: MANAGING PROJECT NETWORKS

As seen in the previous lessons, projects are rarely isolated units operating in cultural and temporal voids. On the contrary, projects are often connected to other projects and organizations through tasks, people and resources which can be used to form project ecosystems. But what are the challenges in connecting projects across organizations, or deploying resources from a mother organization to a specific project, back and forth? And how do people manage tasks and relationships across projects? In this session we will explore the main characteristics of project networks. We will look at both the opportunities afforded by a network approach and at the risks and challenges it implies. Importantly, we will learn to think about a project not just like a linear sequence of goals, tasks and outcomes but also as fragile and messy networks of social capital.

To this purpose, the business case will help us understand the frequent situations in which people assigned to a project must find ways to satisfy multiple stakeholders simultaneously, and how this further complicates and/or enhances the success of a project. Last, we will learn to build maps of existing collaborations to keep track of what is happening in our project portfolio.

Assignments:

One assignment is required for this session. You will need to show that you have understood what are the main characteristics, risks and opportunities of project networks. You will be asked to first read and then answer a set of questions regarding the British Museum case and the reading about LVMH strategy. You will also need to answer a few questions on what project portfolios are and how they can be useful to managers adopting a project network approach.

Assignment #6 -to be posted on the platform

Required Readings:

Narasimhan, A., Barsoux J.L., (2012), Restoring the British Museum, *Harvard Business Cases* # IMD595-PDF-ENG Purchase case at: <http://cb.hbsp.harvard.edu/cbmp/access/61785204>

Shipilov, A., & Godart, F. (2015). Luxury's Talent Factories. *Harvard Business Review*, 93(6), 98-104.

Additional Suggested Readings:

Parise, S., & Casher, A. (2003). Alliance portfolios: Designing and managing your network of business-partner relationships. *The Academy of Management Executive*, 17(4), 25-39.

SESSION X: MULTIPLE TEAM MEMBERSHIP AND KNOWLEDGE SHARING IN PROJECT BASED ORGANIZATIONS

This session will examine the advantages and challenges of being part at the same time of multiple and highly different projects, and will discuss the challenges that multiple team membership (MTM) implies for individuals, project teams and for their organizations. While in the first lesson we will focus on MTM, in the second we will explore the multiple challenges of sharing knowledge in project based organizations. We will identify different types of knowledge sharing strategies and will reflect on how these are combined to create the knowledge portfolio of a project based organization. We will also single out the key characteristics that lead organizations to build knowledge portfolios the way they do. Last, we will reflect on a topic that is currently object of research: how multiple team membership might require different knowledge sharing strategies, and which are the challenges and coping mechanisms of this phenomenon.

Assignments:

One assignment is required for this session. You will be asked to first read and then answer a set of questions regarding strategies to perform well in multiple teams settings. You will also need to show that you have understood what are the main mechanisms, risks and opportunities of sharing knowledge in project based organizations in general, and in cases of multiple team membership, in particular. You will be asked to develop a group concept map of the required readings, proposing connections between the characteristics of MTM environments and challenges in terms of knowledge sharing.

Assignment #7 -to be posted on the platform

Required readings:

Mortensen, M., Woolley, A. W., & O'Leary, M. (2007). Conditions enabling effective multiple team membership. In *Virtuality and virtualization* (pp. 215-228). Springer US.

Dyer, J. H., & Nobeoka, K. (2000). Creating and managing a high-performance knowledge-sharing network: the Toyota case. *Strategic Management Journal*, 345-367.

Boh, W. F. (2007). Mechanisms for sharing knowledge in project-based organizations. *Information and organization*, 17(1), 27-58.

Additional suggested readings:

Grabher, Gernot. "Temporary architectures of learning: Knowledge governance in project ecologies." *Organization studies* 25.9 (2004): 1491-1514.

SESSION XI: CAREERS IN FAST PACED AND PROJECT-BASED ORGANIZATIONS

In this session we will focus on what it means to be an employee in nowadays project based organizations, taking examples both from the fashion and luxury sectors and from the broader context of creative and knowledge industries in general. We will analyze global trends and their impact on the professional and personal lives of knowledge professionals. We will also look at the main advantages but also at the contradictions that may entrap those who pursue such careers. We will look at multiple perspectives stemming both from employees and from HR managers.

Assignments:

One assignment will be required for this session. It will include an essay on the advantages, risks and consequences of being a temporary worker in a project based organization. A set of questions by the instructor will help you structure your essay.

Assignment # 8 -to be posted on the platform

Required Readings:

Arthur, M. B., & Rousseau, D. M. (1996). A career lexicon for the 21st century. *The Academy of Management Executive*, 10(4), 28-39.

Jones, C., & DeFillippi, R. J. (1996). Back to the future in film: Combining industry and self-knowledge to meet the career challenges of the 21st century. *The Academy of Management Executive*, 10(4), 89-103.

Watson, A. (2012). Sociological Perspectives on the Economic Geography of Projects: The Case of Project-Based Working in the Creative Industries. *Geography Compass*, 6(10), 617-631.

Additional Suggested Readings:

Garsten, C. (1999). *Betwixt and between: Temporary employees as liminal subjects in flexible organizations.* *Organization Studies*, 20(4), 601-617.

Miller, J. G., & Miller, M. (2012). *The rise of the supertemp.* *Harvard Business Review*, 51.

