

# Syllabus

## Organizational Behavior and HR Management

- **Instructor:** Olaf Zylicz, PhD

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- **Credits:** 2 credits (4 ECTS credits)
- **Term:** Fall-Winter term of 2017-2018 academic year
- **Course level:** MSc

### 1. PREREQUISITES

Before classes the students will be expected to fill out a survey measuring anonymously knowledge, attitudes, and behavior related to the topics discussed during OB classes. Before the second, in the December class the students will have to read assigned readings and analyze an ethical business case. Before the January class students will have to read on leadership (all will be available on Moodle platform).

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### 2. COURSE DESCRIPTION

Any business organization is a collection of people who are working together towards common goals. Understanding of them as individuals and group members, and organizational cultures they are working in, is vital to the short-term and long-term viability of any firm. The course explores in depth human behavior in organizations. Particular emphasis is placed on the role of leaders in organizations, including their capacity to diagnose and model organizational culture in particular in times of upcoming technological revolution of Industry 4.0. Theoretical frameworks and research, case discussions, and skill-oriented activities are applied. The course participants will be offered several tools of work related personal dispositions, enabling systematic self – and other assessment in terms of work related personal dispositions. Some feedback on capabilities to lead others will be delivered. Optionally students will have an opportunity to get 360 type diagnosis, followed with my feedback, of their professional competencies in business environment. The students will get some insight into a few tools facilitating work with other employees (e.g., for individual managerial and group coaching and mentoring).

This is an introductory course and as such will only deal briefly with the Human Resource Management (HRM)-related functions and activities such as recruitment, selection, career and talent management. The participants will also learn both on major challenges for HR in modern organizations due to disruptive emergence of new technologies and social changes (including demographics) and how to evaluate profitability of the employees development programs.

Two business professionals will be invited to share their experience during classes and they will enable working on their real-life cases.

### 3. COURSE OBJECTIVES

- Better understanding of psychological underpinnings of the employee behavior at work
- Better insight into one's own psychological specificity at work (values, motivation, emotion, etc)
- Better understanding of leaders behavior and motives in organizations and outside.
- Increased awareness of ethical dilemmas and ways of solving them

- Understanding of Return on Investment in HR projects

#### 4. MAIN TOPICS

- Work attitudes and job satisfaction
- Personality, behavioral styles and values
- Business ethics
- Decision making, perception, and evaluation of others
- Motivation models and motivating others
- Group dynamics
- Emotion at work
- Work-life balance
- Psychological underpinnings and situational/cultural determinants of leadership
- Organizational culture
- Strategic HR and HR functions
- Effectiveness of HR development programs

#### 5. INTENDED LEARNING OUTCOMES

<b>Core Learning Area</b>	<b>Learning Outcome</b>
Management Knowledge and Skills	Necessary for managers knowledge on: emotion, motivation personality dimensions and leadership models
Quantitative Reasoning	Enhanced skills to apply data to human resource management and organizational behavior-related issues and acquisition of capability to count ROI in HR projects
Intra – and Interpersonal Understanding and Communication Skills	Improved understanding of oneself and others at diverse work settings Enhanced advocacy and presentation skills Enhanced group communication skills
Cultural Sensitivity and Diversity	Understanding cross-cultural perspectives as managers Improved diversity management skills
Ethics and social	Enhanced skills to understand and resolve moral dilemmas at work

## 6. REQUIRED READINGS

The textbook accompanying the course is: *Stephen P. Robbins and Timothy A. Judge, Organizational Behavior, Publisher: Prentice Hall*. Use preferably 12<sup>th</sup> edition or newer.

This book not only can serve as a reference handbook well after your studies. You will need your personal e-book or hard-copy book. All other required cases and articles will be published on Moodle.

## 7. HOW THE CLASS SESSIONS WILL BE CONDUCTED

Classes are divided by thematic blocs. Each block has an intro, exercise(s), business case, students' discussion and wrap up. By consequence students must be well prepared (i.e., read case studies, discuss it in study groups, read the required texts, explore related and optional readings/materials) and be active during all classes.

## 8. LECTURE NOTES

All course presentations and slides will be made available (after the class session) on the Moodle.

## 9. POLICY ON CLASS ATTENDANCE

Regular and punctual attendance at every class session is a requirement of all programs at the School. Each class covers material not found in the readings. Furthermore, participation in class discussions is an important part of the learning experience for all students as well as a factor in grading. If illness or another unusual circumstance requires missing a class, please do your best to inform the Program Coordinator in advance.

A grade of "F" (Fail) may be assigned for failure to regularly attend a course, to drop the course in time, or to complete requirements on time.

## 10. CLASS PARTICIPATION

Each student is responsible for making regular and meaningful contributions to class discussion. This includes applying theories and empirical evidence to specific instances, as well as thinking critically about those theories and empirical evidence. The class participation grade will foremost take into account the quality of in-class comments, presentation skills, class attendance, observing assignment deadlines.

The general success of the learning experience very much depends on three key factors:

- the thorough preparation
- readiness to share experience in the classroom
- active participation during the classes

The instructor will do his best to be as fair as possible but this grading element is not open for discussions.

## 11. GRADING

A: **Individual analysis of a team** in terms of Blanchard model - 40%

B: **Group analysis and presentation of a chosen real-life development program** in one company in terms of Return on Investment approach by J.J. Philips; final grading of the project takes into account evaluation of group work contribution – 35 %

C. **Post sessions assignments** (collecting of Versatile Leadership feedback and Coaching circle practice) - 25%

D. **Between sessions assignments** are obligatory but not graded.

- All assignments will be described on Moodle in details.



## 12. COURSE OUTLINE & SESSION ASSIGNMENTS

<b>Session 1</b>	<b>TOPIC</b> <ul style="list-style-type: none"><li>▪ Introduction to organizational behavior, work attitudes and job satisfaction</li></ul>
<b>Session 2</b>	<b>TOPIC</b> <ul style="list-style-type: none"><li>▪ Personality, behavioral styles, competencies and values</li></ul>
<b>Session 3</b>	<b>TOPIC</b> <ul style="list-style-type: none"><li>▪ Decision making, perception, evaluating others and business ethics</li></ul>
<b>Session 4</b>	<b>TOPIC</b> <ul style="list-style-type: none"><li>▪ Motivation models, motivating others and group dynamics</li></ul>
<b>Session 5</b>	<b>TOPIC</b> <ul style="list-style-type: none"><li>▪ Emotion at work and work-life balance</li></ul>
<b>Session 6</b>	<b>TOPIC</b> <ul style="list-style-type: none"><li>▪ Psychology of leadership, organizational climate/culture</li></ul>
<b>Session 7</b>	<b>TOPIC</b> <ul style="list-style-type: none"><li>▪ HR functions and developing others (coaching, mentoring)</li></ul>
<b>Session 8</b>	<b>TOPIC</b> <ul style="list-style-type: none"><li>▪ Effectiveness of HR development programs (ROI)</li></ul>

## 13. BRIEF BIO OF THE INSTRUCTOR

**Olaf Żylicz, Ph.D.**

### EDUCATION

- 2014 International Faculty Program at *IESE Business School* (Barcelona, Spain)
- 2012 Second doctorate (habilitacja) at *Warsaw School of Humanities and Social Psychology* (Warsaw, Poland)
- 2011 Professional Coach Diploma (*Noble Manhattan Coaching*)
- 1995 Ph.D. in psychology
- 1990-94 Doctoral studies in psychology at the *Lublin Catholic University* (Lublin, Poland)

### WORK EXPERIENCE

- 2016 - Director of the *Warsaw Technical University Business School* (Warsaw, Poland)
- 2012- Deputy director for academic affairs of the *Warsaw Technical University Business School* (Warsaw, Poland)
- 2010- Teaching on MBA courses: WUT BS (Warsaw) IIB (Kiev), CEU (Budapest), UNIR (Madrid), GIM (Goa)
- 2010-13 Vice-president of *Polish Foundation for Management Research and Institute for Business Development* (the largest Polish training and consulting organization)
- 2004- Owner of *Entrevista Consulting & Training* (Warsaw, Poland)
- 1997- Senior lecturer at the *Warsaw School of Humanities and Social Psychology* (Warsaw, Poland)