Organizational Behaviour and HR Management

2 credits

2015 Fall trimester

Instructor: Prof. Olaf Zylicz
Class meets (day and time): see class schedule (6 x 3 hours)
Classroom: CEU Business School, please consult the main entrance board
Tel: +48 695336450
Fax: none
E-mail: olaf.zylicz@biznes.edu.pl
Program Manager William Lloyd (lloydw@business.ceu.edu)

Student Services Manager: Zoi Hrisztodulakisz ((HrisztodulakiszZ@business.ceu.edu)

1. **REQUIRED READINGS**

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

This book not only can serve as a reference handbook well after your studies. We will also use this book on Leadership and Change Management electives as well as on the Design Thinking electives (Full-time MBA only). You will need your personal e-book (provided to MBA students) or hard-copy book.

**All other** required cases and articles will be published on Moodle.

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. **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.

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 School offers elective courses which discuss more advanced topics related to Leadership, Change Management and modern techniques of managing HR in large multinational corporations.

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**

<table>
<thead>
<tr>
<th>Core Learning Area</th>
<th>Learning Outcome</th>
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<tbody>
<tr>
<td>Management Knowledge and Skills</td>
<td>Necessary for managers knowledge on: emotion, motivation personality dimensions and leadership models</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>Enhanced skills to apply data to human resource management and organizational behavior-related issues and acquisition of capability to count ROI in HR projects</td>
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</tbody>
</table>
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 responsibility

- Enhanced skills to understand and resolve moral dilemmas at work
- Better understanding of CSR principles

6. **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.

7. **Lecture Notes**

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

8. **Policy on Class Attendance**

   Regular and punctual attendance at every class session is a requirement of all programs at the School, per CEU Business School Student Handbook. 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.

9. **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.

10. **Grading**

    A: **Class Contribution** (“quality and quantity”) – 25%
B: Individual analysis of a team in terms of Blanchard model - 30%

C: 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%

D: Self-assessment of preparation and participation during the classes - 5%

E: Minute paper – 5%

- All assignments will be described on Moodle in details.

Available Grades as per CEU Business School Faculty and Graduate Student Handbook

<table>
<thead>
<tr>
<th>Grade</th>
<th>Indication</th>
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<tbody>
<tr>
<td>A</td>
<td>Outstanding</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C+</td>
<td>Minimum Pass</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
</tr>
</tbody>
</table>

A: Outstanding
Flawless work of extraordinarily high standard: shows thorough understanding of all work covered in class and demonstrates considerable mastery of both practical and theoretical nature. This student has been the “motor” of the class discussions, whilst integrating other students’ comments and actively fostering constructive debate. Presentation of a very high quality meeting both academic and professional practitioner criteria. Excellent and appropriate use of English language. Shows considerable creativity.

A-: Excellent
Excellent work: some minor flaws and omissions can be found. The arguments, conclusions and justifications are still sound. During class discussion this student has shown high level of activity and followed the stream of discussions.

B+: Very Good
Very good work: showing strong evidence of understanding and some research of both theoretical and practical fields. May have small flaws in the presentation, but generally these errors do not distract the reader from the meaning of the work. The argument may be incomplete. In class this student was always present and attempted to participate in the discussions.

B: Good
Appropriate, though generally a medium quality work: shows a good attempt at understanding the principles and concepts involved. Good use of the prescribed reading and preferably describes some research. The argument is likely to have serious omissions or errors. In class discussion tried to be active.

B-: Satisfactory
Satisfactory: a genuine attempt is made to tackle the question, but falls short in a number of areas. Presentation and use of English may be relatively poor. Lack of attention to details and missing research. This student missed a few classes. Was not well prepared to class discussion.
**C+: Minimum pass**
Borderline: little evidence of understanding of the concepts involved. Also little evidence of work.

**F: Fail**
Has not demonstrated sufficient understanding of the topic to allow a pass grade and credit to be awarded. Serious misunderstandings, insufficient analysis and evaluation.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grades</th>
<th>Relative Performance Percentage Limits</th>
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<tbody>
<tr>
<td>A</td>
<td>91–100</td>
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<tr>
<td>A−</td>
<td>81–90</td>
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<tr>
<td>B+</td>
<td>71–80</td>
</tr>
<tr>
<td>B</td>
<td>61–70</td>
</tr>
<tr>
<td>B−</td>
<td>51–60</td>
</tr>
<tr>
<td>C+</td>
<td>41–50</td>
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<tr>
<td>F</td>
<td>≤40</td>
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11. **Academic Integrity**

The Business School and the teachers personally expects all students to adhere to the fundamental principles of academic integrity in any and all behaviors associated with their course work and otherwise, as stated in the CEU Honor Code (see Student Handbook). Attempted cheating, copying etc. of all forms is treated extremely seriously and can result in dismissal from the School and University.
## 13. **Course Outline & Session Assignments**

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Fr., Dec. 11</td>
<td>1</td>
<td><strong>Introduction to organizational behavior, work attitudes and job satisfaction</strong></td>
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<tr>
<td>Sat., Dec. 12</td>
<td>2</td>
<td><strong>Personality, behavioral styles, competencies and values</strong></td>
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<tr>
<td>Fr., Jan. 8</td>
<td>3</td>
<td><strong>Decision making, perception, evaluating others and business ethics</strong></td>
</tr>
<tr>
<td>Sat., Jan. 9</td>
<td>4</td>
<td><strong>Motivation models, motivating others and group dynamics</strong></td>
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<tr>
<td>Fr., Jan. 22</td>
<td>5</td>
<td><strong>Emotion at work and work-life balance</strong></td>
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<tr>
<td>Sat., Jan. 23</td>
<td>6</td>
<td><strong>Psychology of leadership, organizational climate/culture</strong></td>
</tr>
<tr>
<td>Fr., Feb. 12</td>
<td>7</td>
<td><strong>HR functions and developing others (coaching, mentoring)</strong></td>
</tr>
<tr>
<td>Sat., Feb. 13</td>
<td>8</td>
<td>19:45-21:15 <strong>Effectiveness of HR development programs (ROI)</strong></td>
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14. **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**
- 2012-  Deputy director for academic affairs of the Warsaw Technical University Business School (Warsaw, Poland)
- 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)
- 1997-1  Senior lecturer at the Warsaw School of Humanities and Social Psychology (Warsaw, Poland)