

BUSI 5107 Organizational Behavior, HR (Katalyst EMBA)

CEU Home ► Courses ► CEU Business School ► Katalyst EMBA 2016 ► Fall Term 2014/15 ►
BUSI 5107 OB-HRM (Katalyst EMBA)

TURN editing on

OB-HRM MBA

(Katalyst/Executive and A1/Full-time) core course 2 credits - 8 sessions

See at end of this page for **course description**

Course forums:



General news and announcements



Course Discussion Forum - Please share your thoughts

Course Details & Activities



SEAT SELECTION MODULE



Detailed help about the use of the E-Learning site (invisible to students)



Organizational Behavior 15th e

Session 1

Introduction to each other to Organizational Behavior, Learning Styles, Case Method, Metaphors



eagle smelting mini-case



Slides



optional reading: on facial expressions



video-link: the whole person paradigm (8')

Session 2

Understanding Yourself - Guest Session

Read before class:



ACT article (understanding yourself)





ACT slides



Guest session: Gábor Füzér (Asystems Hungary)



watch/read this weblink (fun video - re: assesment work!)



Asystems presentation

Session 3

Organizational/National Culture

Organizational Culture

Read and prepare (!) case before class



L L Bean.pdf



slides (culture)



prezi.com link to national culture team presentation assignment briefing

Groups, Teams, Motivation and Trust

Session 4

Organizational Structure



Apple and Orange Simulation



Slides



optional reading: Organizational Structure Mintzberg Framework

Session 5

Organizational Design (Guest Session)

Session 6

Teams, Groups, Trust

Read and prepare (!) case before class



ColorPlus Industries Case Study



Interesting_Articles on groups, teams and trust



Program leading teams



group and team slides

Session 7

Change Management

 Program Friesland and Change.ppt

 friesland debriefing

 worksheet to nutricia friesland.doc

Please read and prepare (!) before class session.

 case-buzady reorganising friesland hungaria.pdf

 Accenture on Changing culture (new rules for new economy)

Session 8

Global Diversity (Country Team Presentations) - Closure

 pls post your country presentations in this forum 2 days prior to the last session!

Not available unless:

- It is on or after **9 December 2014** (hidden otherwise)
- It is before **20 December 2020, 4:00 PM** (hidden otherwise)

 Can CEE compete? 2015 Study Buzady-TARGET

 globe study JEEMS special issue

 Culture folder

 even moreCulture related readings/materials (optional)

 lewis culture models

 Study on Hungary 2016 Louise van Dardel

 last session program

 distance still matters

 closure

 Individual Org'I Analysis (Learning Blog)

Available until end of **13 December 2024** (hidden otherwise)

 individual assignment upload HERE

Topic 9

HRM: International Career and Career Anchors

 Softdrinks Australia Case part A

-  Softdrinks Australia Case part B
-  Softdrinks Australia Case part C
-  program international careers
-  Career Anchors
-  changing employment contracts
-  Work-Life Balance

Additional Homework session 6:

fill in the Career Anchor questionnaire (we will discuss the result during the session thus bring your personal results to class).

-  career anchor questionnaire
-  career anchor personal results worksheet
-  Managing Expatriates.pptx
-  colgate-palmolive international careers

Do not forget about your individual paper! Due by the 7th session latest!

See syllabus for further details!

The achieved point results and some short feedback comments on this assignments will be published on moodle, not later than 7 days after our OBHRM last course session. But note: your final, official course grades will be published on infosys (and not on moodle).

-  optional reading: report on the future of extended workforce
-  optional: TED on WorkLifeBalance

-  Softdrinks TN

Topic 10

Advanced HRM Topic: Psychological Personality Profiling and Assessment Centers

-  nutricia.ppt

Topic 11

Session 10:

Topic 10: Managing Yourself and Your Boss

-  Individual Written Assignment - Final Submission
-  Slides
-  Readings
-  John Bak.pdf
- 

Topic 12

Session 6:
Topic 6: Leadership I

 Slides

 Readings

 Chattanooga Ice Cream.pdf

Course Description

Contact details:

Instructor: Dr. Zoltán Buzády
E-mail: buzadyz@business.ceu.edu (only)
Office hours:

after class, or please contact me via email

1.

PREREQUISITES

NOTE:

This course is offered for students on the full-time and executive MBA only. Students must have participated previously on a Case Study Method and/or Experiential Learning preparation or course, such as one held during the orientation week of Full-time MBA and Executive MBA at CEU Business School.

POLICY ON ADMITTING NON-BUSINESS SCHOOL STUDENTS

In the unlikely case that the number of non-Business School registering for this course exceeds the maximum number of 2, set by the instructor, priorities will be established on the basis of

1. Length and type of work experience.
2. Whether the course is highly useful for the MA thesis or specialization.
3. In the order in which students have registered.

Please contact the teacher before registering officially.

2.

REQUIRED TEXT AND READINGS

The text book accompanying the course is: *Stephen P. Robbins and Timothy A. Judge, Organizational Behavior, Publisher: Prentice Hall. You can use **any edition**.*

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.

Alternatively you can also use the shortened version: "Essentials of Organizational Behavior" by the same author.

All other cases and articles will be published on Moodle.



details about the e-book (Essentials of OB) and on-line learning site (here)



Buy your e-book and access to learning site (here)



how to buy your book alternative channels

3.

COURSE OBJECTIVES

Organizational Behavior (OB) is the study of how individuals and groups impact the behavior within an organization. Thus we will focus on the behavioral characteristics of organizational life.

This is an introductory course and as such will only deal briefly with the Human Resource Management (HRM)-related functions and activities such as selection, socialisation, career management, talent management and diversity. 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.

The purpose of this course is to study *living organizations* from the structural, behavioral, human and strategic perspectives, to understand how organizations work *in practice*, how they *change* and *grow* and how they try to utilize and develop their existing human resources.

Taking a managerial point of view we will examine human and behavioral issues, which co-exist on three levels in organizations:

1.

Individual level: motivation, personality, identity development, perception, trust and communication.

2.

Group level: group dynamics, group structure, conflicts, negotiations, leadership and decision-making.

3.

Organizational level: organizational and national culture, organizational development, organizational learning.

4. International level: national differences and backgrounds, multicultural organization, managing global diversity

During the course sessions will mostly focus on levels 2, 3 and 4 (above) and we will introduce some elements and modern functions of the Human Resource Management process.

This course will give you *some basic and practical management* models, tools and methods for analyzing, designing, managing and changing organizations in harmony with situational factors, strategic and operative goals. The aim is not to teach an optimal way of designing and managing organizations: there is no one best way. Instead we provide a general and comprehensive understanding of modern organizations, the challenges they face in general and in the specific region and business where they operate, to highlight related *managerial decision alternatives*, the logic behind key structural solutions, with a special regard to organizational behavioral factors and human resource management.

Through mini-lectures, extended case study discussion, background home readings, intensive peer-discussions, guided teamwork, pre-assignment papers and a final group presentations you will have the opportunity to integrate the conceptual material with your own experience and discuss your own ideas and past work experience with your fellow course partners.

The specific objectives of the course are to:

- 1) understand the core terminologies, principles and theories of organizational behavior and human resource management;
- 2) develop skills for analyzing, understanding, managing and changing organizations;
- 3) learn from each other's experience in organizations through participation in teamwork, joint problem solving, exercises, and discussions in class.



4.

INTENDED LEARNING OUTCOMES

<u>Core Learning Area</u>	<u>Learning Outcome</u>
<i>Interpersonal Communication Skills</i>	Effective participation in group work Enhanced argumentation skills Enhanced presentation skills Increased emotional flexibility through role-plays
<i>Cultural Sensitivity and Diversity</i>	Knowledge of organizational and national culture dimensions Increased sensitivity for differences and diversity thereof Experience of multicultural team work
<i>Quantitative Reasoning</i>	Enhanced skills to select relevant company data and to apply to issues related to human resource systems and organizational behavior-related issues
<i>Ethics and Social Responsibility</i>	Increased sensitivity to critical issues arising through managerial decision and organizational change

<i>Responsibility</i>	
<i>Management Knowledge and Skills</i>	Understanding basic concepts of OB and HRM Applying several of these concepts at any given organizational setting Analyzing, selecting and outlining action steps to induce change

5.

HOW THE CLASS SESSIONS WILL BE CONDUCTED

Case studies are at the centre of this course and will be employed in order to facilitate appreciation and understanding of conceptual issues within a concrete and applied context. In addition a range of interactive teaching styles will be employed (interactive mini-lecture, seminar discussion, small group debating) to highlight the key issues in the course.

By consequence students must be well prepared (ie. read the case study, discuss it in your study groups, read the required texts, explore related and optional readings/materials) and be active during all classes.

6.

POLICY ON THE AVAILABILITY OF LECTURE NOTES

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

7. POLICY ON CLASS ATTENDANCE

Regular and punctual (!) attendance at every class session is a requirement of all degree programs at CEU Business School. Participation in class discussions is an important part of the learning experience for all students as well as a factor in grading. Always do your best to inform the teacher in advance. Latecomers please enter during the break and report to the teacher.

Note: Missing any class session already affects your final grade. But a grade of "AF" (Administrative Fail) will be assigned for failure to attend 80% of the course.

8. 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 take into account the quality (much more than the quantity) of in-class comments, presentation skills, class attendance, observing assignment deadlines, and contribution to the team effort.

After all, the general success of the learning experience very much depends on three key factors:

the thorough preparation of each participant. The analysis of the situation has to lead to the identification of the major problems the managers facing in the case situations. There are many ways to get grips with those problems, each leading towards different solutions. This diversity provides the real fuel for the class discussions, and in the meanwhile, thorough the preparation process the participants substantially develop their analytical skills. These skills are essential ones to any managers to let them better understand their own problems and challenges they face in their own work-settings.

readiness to share experience in the classroom. This involves the willingness to participate in discussions, and the willingness to listen to each other. Both sides are very important. Sharing the results of the analysis of the situation brings in new insights for the other participants, since the framing of the problems very much depends on the previous experience and the general background of each of us. This way a multifaceted understanding of the problems may emerge in the class, paving the way for a more complex understanding of the given set of problems, and the possible decisions managers could make handling them. To reconstruct the real complexities of the situations it is essential to be able to carefully listen to each other, and to try to explore the insights of the other participants.

active participation in the classes. Without being present you will loose the possibility to check the depth and quality of your analysis, and the decisions you would make. In the same time you would also hinder the possibilities of the others to learn from your insights and from your contributions. So I strongly encourage all the participants to participate actively in the class discussions.

The overall success of the course is our joint and shared responsibility! Missing any of the three success factors will deteriorate the results. A discussion-based course cannot be a rewarding experience without your active involvement.

Thus, a large part of the grading points will be earned by a student for class participation. Class activities include:

- q Evidence of preparation is the minimum
- q Contributions to class discussion, role plays etc.
- q Bringing real life examples, based on own working experience,
- q Short voluntary presentation/briefing on cases from own research (newspapers, web, etc) in context with the topic of the particular or previous class (please communicate it in advance).

These points are necessarily subjective by nature. The instructor will do his best to be as fair as possible but this grading element is not open for discussions.

9. MINUTE PAPERS

No minute papers in this course, but course participants are expected to have read all compulsory reading materials and to have analyzed the case studies in detail.

Be expected to be cold-called and to be scrutinized on your home readings.

10. GRADING

The course requirements and their contribution to the final grade are:

-

A: Class Contribution ("quality and quantity")

You are expected to participate actively during all sessions.

B: Group presentations

Each participant has to participate in a group presentation on managing in a chosen national cultural setting.

For this each student has to choose by the end of second session a combination of

For this each student has to choose by the end of second session a combination of one *country* and one a particular *theory* about national culture. (Missing this deadline will result in individuals will be assigned manually and reduce your participation grade by one category.)

Groups should send me an email about their choice. The email should contain all (!) team members' name in the CC field. Subject field should have: a) the cohort title, and b) the country chosen and c) the national culture theory of your presentation.

Possible countries: Hungary, Slovakia, Czechia, Poland Croatia, Serbia, Ukraine, Kazakhstan

Possible theoretical frameworks: Globe Studies, Richard Lewis, Gert Hofstede, Phil Rosinski, Shalom Schwartz etc. (please use own network and the available library resources & databases for your research!)

The teams are tasked with familiarizing themselves with the chosen theory on national culture and gather relevant information from various sources about the paired country, to present **how to manage people and organizations** (e.g. motivate, direct/lead, communicate, HRM policies, personal and group values etc.) in that particular national context .

Each presentation should consists of ideally not more than 6-7 slides and should last 20 minutes ca. 15 minutes plus a 5 minutes for the Q+A session. The final presentations (ppt or prezi.com hyperlink) must be posted and shared on moodle not later than 48 hours prior to the final presentation.

Evaluation Criteria:

Problem Identification: 10%

Analysis: 35%

Recommendations: 25%

Group Dynamics: 10%

Q&A: 10%*

Form, Style and Timing: 10%

* as a class make an effort to ask reasonable and relevant questions to the presenting team.

C: Individual Written Assignment

Prepare an **analysis and developmental recommendation** of your **team** in your recent/own current organization or a planned new venture (around 4-5 pages):

(Ideally you take this assignment as an opportunity to take fresh look at your current/recent managerial action from a more distanced perspective.)

Before the 1st session:

Outline the major strategic objectives of the organization (ca. 1 paragraph), describe the **formal** characteristics of your team, its overall structure, tasks and the team members' formal aspects (ca. 3-5 paragraphs plus tables/charts), describe by which concrete means the team is currently coordinated, managed and lead (ca. 3-5 paragraphs), list 2 possible interventions/actions, by which **you** could further develop the general organizational setting and/or the team spirit in order to improve its overall performance and the level of personal trust. Be as *specific* as you can.

After each session:

Write a short blog entry about what you have read/heard, observed, learned during the session and how this new input can be of future help to your work as a manager/leader. (ca. 1+ page per session)

After last session:

Review your personal development blog. What your reflections? What observations can you make about your own progress? Evaluate yourself!

An excellent work will:

- Have an introductory section.
- Use explicitly the new concepts/subtopics of OB-HRM course.
- Build on various sources and types of information about the current status your team.
- Provide creative and practical change recommendations.
- Draw to a logical summary / include concluding statements.
- Be well organised and presented.

Deadline : 5 days after last session. Please upload it to Moodle. Please specify what feedback you expect, if any.

Track Weighting

A	Class Contribution (Individual)	40%
B	Country Presentation (Group)	35%
C	Organizational Analysis Final (Individual)	30%

Total: 100%

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

Grade	Indication	Points	Credits	Students*
A	Outstanding	4.00	yes	10%
A-	Excellent	3.67	yes	25%
B+	Very Good	3.33	yes	30%
B	Good	3.00	yes	25%
B-	Satisfactory	2.67	yes	10%
C+	Minimum Pass	2.33	yes	-
F	Fail	0.00	no	-

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

very good work. Showing strong evidence of understanding and some research in 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.

*The instructor reserves the right to adjust grading for class size and other similar didactic circumstances (cf. your student handbook).

Grading Scale

Grades Relative Performance Percentage Limits

A 91–100

A– 81–90

B+ 71–80

B 61–70

B– 51–60

C+ 41–50

F –40

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.

12. BRIEF BIO OF THE INSTRUCTOR

Zoltán Buzády Ph.D. is Associate Professor of Management and Organization at the CEU

Business School. He has a Bachelor's degree in Law from the London School of Economics, a Master in Business Administration degree from CASS Business School, London, and a Ph.D. in Strategy and Organization from the Corvinus University of Budapest, as well as management consulting experience and entrepreneurial experiences.

His research interests and publications focus on leadership, flow theory, strategic alliances, and regional business strategies in Central Eastern Europe. He has been teaching at the University of Passau, Munich and Vienna, Almaty (KZ). His core teachings are Organizational Behaviour, Leadership and Change Management on the MBA and Executive MBA programs CEU during the last 10 years. As a master in writing teaching case studies he has won several times first prize on global competitions.

He is practising management and executive coach, based on the principles of Transactional Analysis (TA). You can contact him during or after your studies, if you need advice or help in your personal, professional or managerial development.

Topic 14

Topic 15

 Moodle Docs for this page



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