PEOPLE AND ORGANISATION

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| **Course code** | *GRAL011* |
| **Level of studies** | *Graduate* |
| **Number of credits** | *6; 14 hours of theory and 22 hours of practice, 124 hours of self-study, 2 hours consultation* |
| **Course Coordinator** | *Lekt. Katia Lysionak* |
| **Prerequisites** | *Undergraduate diploma* |
| **Language of instruction** | *English* |

**THE AIM OF THE COURSE:**

Global and local organisations are under ever-present pressure to maximise productivity and to optimise costs. The organisational complexities are magnified by disruptive technology, geopolitics, regulations, and ongoing race to acquire and to retain the top talent. The purpose of this course is to provide a basic knowledge of factors that influence people's behaviours in organisations, to improve self-understanding and understanding of other people/teams within an organisation, since there is no organisation without people. During this course students will address the key themes of the subject material: an individual’s career development and performance management, high-performing team dynamics, diversity and inclusion topics, and other organisational factors via theoretical, practical discussions and group work projects.

**MAPPING OF COURSE LEVEL LEARNING OUTCOMES (OBJECTIVES) WITH DEGREE LEVEL LEARNING OBJECTIVES, ASSESSMENT AND TEACHING METHODS**

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| **Course learning outcomes** | **Degree level learning objectives (Number of LO)** | **Teaching methods** | **Assessment methods** |
| **CLO1. Career Management.**  Gain knowledge and skills to plan and control personal and career development by surveying theoretical concepts and research findings. | LO1.1. Students will be able to define key elements necessary for career planning.  LO1.2. Students will acquire personal insights necessary to complete a career plan. | Interactive class and group discussions, workshops about selected articles and videos. | Personal Brand Statement/ LinkedIn Bio |
| **CLO2.Communication Skills**  Review of the different communication styles and techniques that can be utilised in team settings. Practical tips and real world examples of effective communication in action. Development of active listening and questioning skills. | LO2.1. Students will learn practical tips of effective communication in action incl. active listening, questioning skills, feedback giving, activity facilitation. | Group presentations, group discussions, in-class debate and group projects undertaking responsibility for the group performance. . | Active participation in discussions and group project presentation |
| **CLO3. Team Development Strategies**  Review of team building and team development strategies and interventions. | LO3.1. Students will practice collaborating effectively in determining priorities as a team | A team-building game to reinforce the concept of using critical thinking in prioritisation activities. | Active participation in team building exercises. |
| **CLO4. Diversity Equity & Inclusion**  To provide a common language and framework for understanding diversity, equity, and inclusion and to build the foundational DEI knowledge at workplace | LO2.1. Students will be able to recognize the importance of Diversity, Equity & Inclusion in the workplace.  LO2.2. Students will learn practical tips on how to create a more inclusive environment at the workplace. | Interactive class and group discussions, workshops about selected articles and videos. | In-class individual reflection on DEI at the current workplace |
| **CLO5. Personal abilities.** Develop personal and professional abilities, critical thinking, and creativity. | LO1.3. Students will be able to demonstrate critical thinking in problem solving. | Critical evaluation of the theories and group members’ opinion, management of complicated social situations during business case analysis discussions. | Demonstration of professional behaviour, creativity and critical thinking during the class and group discussions. |

**ACADEMIC HONESTY AND INTEGRITY**

Interactive teaching methods, interim knowledge assessment and self-evaluation, case study, workshops, and whole class discussions, individual and group work assignment will be employed to enhance the quality of studies. Lectures will consist of interactive discussions, case analysis, class discussions, group project work, article analysis discussions, group presentations.

**COURSE OUTLINE**

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| **No** | **Topic** | **Readings (read/watch before the class)** |
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|  | **October 3 (18-21:15)** |  |
| 1 | Introduction into the course. Study groups’ formation. Emotional Intelligence in the workplace.  Personal User Guide Development.  Study Group norms co-creation | [Video] [Daniel Goleman Introduces Emotional Intelligence | Big Think](https://www.youtube.com/watch?v=Y7m9eNoB3NU) [Article] Emotional Intelligence Has 12 Elements. Which Do You Need to Work On?  [Self-assessment](https://www.wtc.ie/images/pdf/Emotional_Intelligence/eq37.pdf) 1  [Self-assessment 2](http://www.nodc.org/images/stories/2018/Handouts/EI-ASSESSMENT.pdf) [Article] [Understanding Individual and Team Effectiveness](https://rework.withgoogle.com/guides/understanding-team-effectiveness/steps/introduction/) |
|  | **October 4 (18-21:15)** |  |
| 2 | Fundamentals of Working with Others: feedback, influencing, coaching, peer-to-peer learning, public speaking | [video] [Give Feedback with Situation-Behaviour-Impact (SBI)](https://www.youtube.com/watch?v=-oRKr5xA9N0)  [Video] [The secret to giving great feedback | The Way We Work, a TED series](https://www.youtube.com/watch?v=wtl5UrrgU8c)  [Article] [2x2 Feedback framework](https://salesengine.com/wp-content/uploads/2021/08/2x2-Feedback.pdf)  [Video] [Radical Candour](https://www.youtube.com/watch?v=YLBDkz0TwLM) |
|  | **October 6 (18-21:15)** |  |
| 3 | Fundamentals of Team Development | [Article] [Tuckman’s Team Development Model](https://www.gla.ac.uk/media/Media_358180_smxx.pdf)[Article] [Five Dynamics of Effective Team](https://www.thinkwithgoogle.com/intl/en-gb/consumer-insights/consumer-trends/five-dynamics-effective-team/)[Article] [What makes a Great Manager](https://rework.withgoogle.com/guides/managers-identify-what-makes-a-great-manager/steps/learn-about-googles-manager-research/)[Article] [Ask an Expert: What Skills Do I Need to Become a Great Manager?](https://hbr.org/2022/03/ask-an-expert-what-skills-do-i-need-to-become-a-great-manager)[Article] [How to Do One-On-Ones](https://info.lse.ac.uk/staff/divisions/Human-Resources/Assets/Documents/OLL/How-to-do-one-to-ones.pdf) |
|  | **October 10 (18-21:15)** |  |
| 4 | Group Presentations |  |
|  | **October 11 (18-21:15)** |  |
| 5 | Guest speaker Nataliia Kushnir, Sales Leader, Google, Co-Founder "Life Design For Work" | In 2020 Nataliia co-founded "Life Design For Work" to bring this offering externally to businesses and educational organisations, including INSEAD, London Business School, Soundcloud, Twitter etc. As a devoted people leader and an advocate for diversity, equity and inclusion, Nataliia is also a trainer on the topics of coming out and navigating the workplace as an LGBTQI+. |
|  | **October 13 (18-21:15)** |  |
| 6 | Diversity Equity & Inclusion @ Workplace | [Article ] [There’s No Scientific Basis for Race—It's a Made-Up Label](https://www.nationalgeographic.com/magazine/article/race-genetics-science-africa)  [ Article] [Diversity wins: How inclusion matters](https://www.mckinsey.com/featured-insights/diversity-and-inclusion/diversity-wins-how-inclusion-matters)  [Article] [How empowering women can benefit Central and Eastern Europe](https://www.mckinsey.com/~/media/mckinsey/featured%20insights/europe/closing%20the%20gender%20gap%20in%20central%20and%20eastern%20europe/20210917_win%20win_cee%20women%20report_final.pdf)  [Video] [Unconscious Bias](https://www.youtube.com/watch?v=rbe5D3Yh43o)  [Video[  [Microaggressions](https://www.youtube.com/watch?v=hDd3bzA7450)  [Video] [What is Allyship?](https://www.youtube.com/watch?v=EJW3wjy9gSI)  [Article] [Talk about privilege at work](https://hbr.org/2021/08/talk-about-privilege-at-work)  [Video] [What is Privilege?](https://www.youtube.com/watch?v=hD5f8GuNuGQ)  [Article] [Privilege Walk](https://www.eiu.edu/eiu1111/Privilege%20Walk%20Exercise-%20Transfer%20Leadership%20Institute-%20Week%204.pdf) |
|  | **October 17 (18-21:15)** |  |
| 7 | Wellbeing, Resilience, and Stress Management @ Workplace | [Video] [Wellbeing in the workplace](https://www.youtube.com/watch?v=TI1SDDKohGk)  [Video] [What is imposter syndrome and how can you combat it? - Elizabeth Cox](https://www.youtube.com/watch?v=ZQUxL4Jm1Lo)  [Article] [5 Ways to Boost Your Resilience at Work](https://hbr.org/2016/06/627-building-resilience-ic-5-ways-to-build-your-personal-resilience-at-work)  [Article] [Well-being at the heart of the employee experience for the social enterprise](https://www2.deloitte.com/content/dam/Deloitte/xe/Documents/consulting/HC-wellbeing.pdf)  [Article] [Redefining a post-pandemic world](https://www.pwc.com/mt/en/publications/humanresources/redefining-wellbeing-in-a-post-pandemic-world.html) |
|  | **October 18 (18-21:15)** |  |
| 8 | Group Debates |  |
|  | **October 20 (18-21:15)** |  |
| 9 | Fundamentals of Career Development.  Personal Branding. Networking. Interviewing. | [Article] [7 Strange Questions That Help You Find Your Life Purpose](https://markmanson.net/life-purpose)  [Video] [Design Thinking and Career Planning](https://www.youtube.com/watch?v=FZ_ShPHE2nc) (Ideation exercise)  [Article] [Pivot Method](https://www.pivotmethod.com/companies)  [Article] [Personal Branding: 5 Ways To Build Your Career](https://www.forbes.com/sites/tracybrower/2021/05/02/personal-branding-5-ways-to-build-your-career-with-lessons-from-big-brands/)  [Video] [How To Create a Personal Brand (And Why It’s Important)](https://www.indeed.com/career-advice/career-development/how-to-create-a-personal-brand) [Learn How the CliftonStrengths Assessment Works](https://www.gallup.com/cliftonstrengths/en/253676/how-cliftonstrengths-works.aspx) |

**FINAL GRADE COMPOSITION**

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| **Type of assignment** | **Percentage of the total grade** |
| *Group Components 60%* |  |
| Group project and presentation | 30 |
| Group debates | 30 |
| *Individual Components 40% (FINAL assessment)* |  |
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| DEI Essay | 20 |
| Class Participation incl. Team Activities | 20 |
| **Total** | **100** |

**DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT**

* + **Group Project and Presentation.** Group project will focus on understanding the team dynamic and coming up with the team development plan to increase team effectiveness. The students will need to use Tuckman’s stages for planning about team development strategy. The group will need to build out recommendations on team diagnostic exercises, to identify the key team effectiveness dynamic to target, to list recommended activities and practical tips for management. All of the above needs to be delivered via in class presentation including running ice breaker/ team activity for the whole class. More guidance will be provided during the class.
  + **Group Debates.** Group project will focus on in-class debate where a proposition on the studies topics will be stated and students will have to make arguments for or against it. The students will need to research and to prepare arguments to participate in the debate effectively. More guidance on how to prepare for the debate and the topics of the debate will be provided during the class.
  + **Important.** Each member of the team has to present/know everything about the case analysis, be able to explain and be competent to answer any questions the experts, lecturer or class members may ask. Saying things like „I don‘t know what this means because my teammate did this part“ or „this part is not done because my teammate was supposed to do it“ will only get you penalty points. A large part of the educational benefit of teamwork is learning by explaining to others and finding common ground, so make sure to plan enough time for team meetings.

**Presentation submission.** The group presentations should be **uploaded on an e-learning platform** no **later than 1 day (23:59)** before the assigned date of the presentation. **Presentations uploaded later than the appointed time are worth automatically 50% less.**

**Case analysis will be evaluated as a team performance. The final evaluations of the presentations will be announced on my.ism.lt platform.**

**Plagiarism** is incompatible with academic ethics of ISM University of Management and Economics community. The plagiarism prevention embraces the norms of respect for intellectual property and failure to comply with this principle of academic honesty is considered to be a serious breach of academic ethics. If the violations of academic ethics (plagiarism) have been identified by the Committee of Ethics, the team may be denied the right to continue the course.