PEOPLE AND ORGANIZATION

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	*Irina Cojuharenco*
Prerequisites	*Undergraduate diploma*
Language of instruction	*English*

THE AIM OF THE COURSE:

Mark Twain said: "Work and play are words used to describe the same thing under different conditions." We will take his word for it and use play to learn about people and organisations. The purpose is to gain insights about leadership, work motivation, teamwork, individual and group decision making, and negotiation, through play. This is an opportunity to leverage your work experiences and curiosity for a range of business settings to play, design, and debrief experiential exercises that teach important lessons about organisational effectiveness. The lessons are portable too - you will be able to take our class activities and use them for team building, communicating, and developing a range of people skills in your work teams, departments, and organisations.

LEARNING OUTCOMES

Course learning outcomes (CLO)	Study methods	Assessment methods
CLO1. Demonstrate knowledge and critical understanding of research and contemporary theories of motivation, leading teams, organizational culture and decision-making.	Interactive class and group discussions, class activities, debates.	Individual project
CLO2. Discuss and critically evaluate the current practice of people management in organisations and major challenges.	Groupwork, group discussions, and participation in class and group projects.	Group project
CLO3. Demonstrate the ability to think critically and creatively about the ways in which judgment and decision-making shape organisations.	Participation in interactive class and group discussions and activities, and individual work.	Individual project
CLO4. Demonstrate the ability to apply theoretical knowledge to organisational problems and practices, and identify practical solutions and implications.	Participation in interactive class and group discussions and tasks.	Group project
CLO5. Identify your own people skills, as well as areas for improvement and development.	Critical evaluation of the theories and group members' opinion, self-reflection.	Demonstration of these skills during the classes.

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

N	Topic	In-class activity	Readings (AFTER the class)
		Nov 3 (18-21:15)	
1	Welcome to People and Organisations	Culture speed-dating	HBR1 (Making business personal)
		Nov 4 (18-21:15)	
2	Leading Teams	Tanagram corporation	HBR 2 (Let's fire all the managers)
		Nov 5 (18-21:15)	
3	Work motivation	Mr. Doll	HBR3 (How to motivate your problem people?)
		Nov 6 (18-21:15)	
4	Heuristics and biases	Speed Ventures	HBR4 (Before you make that big decision)
		Nov 7 (18-21:15)	
5	Play development teamwork	Speed-ventures 2.0	HBR5 (Leaders as decision architects)
		Nov 10 (18-21:15)	
6	Rational decision-making	DIY decision aid	HBR6 (Bursting the CEO bubble)
		Nov 11 (18-21:15)	
7	Rational decision-making (continued)	Who Lives?	HBR7 (Making dumb groups smarter)
		Nov 12 (18-21:15)	
8	Group decision-making	PB Technologies	HBR8 (What you don't know about making decisions)
		Nov 13 (18-21:15)	
9	Negotiation	The New Recruit	HBR9 (Investigative negotiation)

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APPROVED BY
THE STUDY COMMISSION
Minutes No. 02-12-2025-14
as of 26th August 2025

FINAL GRADE COMPOSITION

Type of assignment	Percentage of the total grade
Group Project	40
Individual Project (FINAL assessment)	60
Total	100

Teaching and learning follows a Play-as-You-Grow methodology which is both research-led and encourages a student-focused, experiential, flipped-classroom learning. It includes active and self-directed learning – both group and individual. Students are expected to undertake the essential reading and complete any set work for the sessions. The ground rules for project work are laid out below.

Re-take. There are no retakes for the group project. Final assessment can be retaken.

Play-as-You-Grow **Rules**
The basics. Your learning in this module will happen through play (participation in experiential activities) and play development (development of activities that will be similar in structure and purpose to the activities you experienced and learned from). Structured play (experiential activities) help us isolate and emphasize specific analytical points and essential people skills. Debriefs of activities, readings, and play development have a vital role in solidifying the analytical points and integrating them with better handling of complex real-world organisational situations.

Session structure. In most sessions, we will run an experiential activity and discuss lessons learned from the activity.

Project work. You will be asked to develop an activity with a similar structure and purpose to the ones experienced in the classroom but contextualized in tasks, settings or issues that are relevant to your work experience/interest. We will reserve class time for sample activity development during which you will tackle the task as part of a team (group project) and have access to relevant readings, role instructions, any online resources, and the instructor. The individual project will be to do the same but on your own, and on a different exercise of your choice.

Materials for in-class activities. In all sessions, you will be asked to prepare for a role to play during an activity. You may not show your confidential role information to others before or during the activity, though you may tell others whatever you desire during the activity. Never assume material is identical, even if a classmate is playing the same role, unless you are told that you can strategize together. In other words, please do not discuss role information with others unless instructed to do so. Materials used in this class—including, but not limited to handouts, exercises, cases, discussion questions, charts, and graphs—are copyrighted and may not be used for purposes other than this module. Ask the instructor how/where to purchase these materials.

Play debriefs. Play debriefs are discussions about lessons learned from a particular activity. The debriefs will also help you develop new activities targeted at deriving similar lessons.
Experimentation. You are encouraged to experiment with alternative styles, tactics, and modes of reasoning in this "safe" environment of play. This is an opportunity to lose a "million" dollars and, in retrospect, be happy because you learned a critical lesson, recognized a personal strength or weakness, or were able to note progress in the development of a particular skill.

Readings. *It is important to do the week's readings AFTER the experiential activity*. Theoretical concepts will be more comprehensible if you have experienced them directly, and foreknowledge of the concepts could prevent the mistakes that you need to make in order to learn. Therefore, you may not read ahead when instructed to read after a particular session.

Authorship and use of student-generated activities. This module is grounded in decades of management research. Because you will benefit from past research, and in the spirit of new knowledge creation, the activities you will develop will contribute to the repository of student work that can be used as teaching materials. Student authorship will be acknowledged, so that future use or development of these activities may be discussed with the original authors.

Laptops. Bring your laptop to each class for interactive play, play debriefs and play development work.

DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT

Project Brief (this applies to both group and individual projects)

Project brief will cover one re-developed exercise from the set of exercises played in the classroom. You will argue relevance to own experience of working as a team and more generally (supporting such arguments with citations); highlight and explain similarities in learning objectives and structure of the exercise and the original classroom exercises; describe all possible outcomes and what they mean for learning; describe roles/tasks and how they are aligned with the learning objective/structure of the exercise; and discuss concepts/theories that can inform the audience further regarding the skills targeted by the exercise presented, supporting their discussion with scientific references from required readings and independent study. Please note that the group project will model the effort needed for developing your individual project, and both will be assessed and moderated according to the rubrics attached below.

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Assessment rubrics

	In full	Mostly	Generally	Somewhat	Barely	Not at all
Relevance [Max points 20]	The project presents an exercise that is relevant for the illustration of an important people skill. The relevance of the target skill is argued with high quality references to both experiences during the module, and real-life workplace situations, including from publicly available sources of information. **[17 to 20]**	**[13 to 16]**	**[9 to 12]**	**[5 to 8]**	**[1 to 4]**	No evidence is brought forward to argue for the relevance of the skills targeted by the exercise for understanding people and organisations. **[0]**
Objectives and structure [Max points 20]	The project highlights and explains accurately similarities in learning objectives and structure of the exercise and the original classroom exercise, demonstrating a thorough and accurate understanding of the exercises. **[17 to 20]**	**[13 to 16]**	**[9 to 12]**	**[5 to 8]**	**[1 to 4]**	The project does not explain how the exercise compares to the classroom exercise or compares the exercise in a way that demonstrates a very superficial and inaccurate understanding of its objectives and structure. **[0]**
Outcomes [Max points 20]	The project describes all possible outcomes of the exercise, explaining what can be learned from these outcomes. **[17 to 20]**	**[13 to 16]**	**[9 to 12]**	**[5 to 8]**	**[1 to 4]**	The project does not describe all possible outcomes of the exercise or, provides a highly inadequate explanation of what can be learned from specific outcomes. **[0]**
Concepts/ Theories [Max points 20]	The project discusses concepts/theories that can inform the audience further regarding the skills targeted by the exercise, their relevance, costs and benefits of developing these skills, and possible consequences for organizational effectiveness, supporting their discussion with scientific references					The project does not discuss specific concepts/theories that can inform the audience further regarding the skills targeted by the exercise, their relevance, costs and benefits of developing these skills, and possible consequences for organizational effectiveness.

	from required readings and independent study. **[17 to 20]**	**[13 to 16]**	**[9 to 12]**	**[5 to 8]**	**[1 to 4]**	**[0]**
Alignment [Max points 10]	Roles/tasks in the exercise align strongly with the learning objectives and declared structure of the exercise. **[9 to 10]**	**[7 to 8]**	**[5 to 6]**	**[3 to 4]**	**[1 to 2]**	Roles/tasks in the exercise do not align with the learning objectives and declared structure of the exercise. **[0]**
Presentation and style [Max points 10]	The brief is well-structured and is written and presented in a good standard of English. Explanations and arguments are presented logically and easy-to-follow. Correct and consistent referencing is used throughout. **[9 to 10]**	**[7 to 8]**	**[5 to 6]**	**[3 to 4]**	**[1 to 2]**	The brief is poorly structured and/or is not written in a good standard of English. There is evidence it was not proof-read, and there are mistakes and typos, including in the references. **[0]**