



## PEOPLE AND ORGANISATION

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

Course learning outcomes	Degree level learning objectives (Number of LO)	Teaching methods	Assessment methods
<b>CLO1. Career Management.</b> 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
<b>CLO2. Communication Skills</b> 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
<b>CLO3. Team Development Strategies</b> 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.
<b>CLO4. Diversity Equity &amp; Inclusion</b> 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
<b>CLO5. Personal abilities.</b> 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

No	Topic	Readings (read/watch before the class)
<b>October 2 (18-21:15)</b>		
1	Introduction into the course. Study groups' formation. Emotional Intelligence in the workplace. Personal User Guide Development. Study Group norms co-creation	[Video] <a href="#">Daniel Goleman Introduces Emotional Intelligence   Big Think</a> [Article] <a href="#">Emotional Intelligence Has 12 Elements. Which Do You Need to Work On?</a> <a href="#">Self-assessment 1</a> <a href="#">Self-assessment 2</a> [Article] <a href="#">Understanding Individual and Team Effectiveness</a>
<b>October 3 (18-21:15)</b>		
2	Fundamentals of Working with Others: feedback, influencing, coaching, peer-to-peer learning, public speaking	[video] <a href="#">Give Feedback with Situation-Behaviour-Impact (SBI)</a> [Video] <a href="#">The secret to giving great feedback   The Way We Work, a TED series</a> [Article] <a href="#">2x2 Feedback framework</a> [Video] <a href="#">Radical Candour</a> [Industry Research] <a href="#">2023 Skills in Demand</a>
<b>October 5 (18-21:15)</b>		
3	Fundamentals of Team Development	[Article] <a href="#">Tuckman's Team Development Model</a> [Article] <a href="#">Five Dynamics of Effective Team</a> [Article] <a href="#">What makes a Great Manager</a> [Article] <a href="#">Ask an Expert: What Skills Do I Need to Become a Great Manager?</a> [Article] <a href="#">How to Do One-On-Ones</a>
<b>October 9 (18-21:15)</b>		
4	Fundamentals of Team Development/ Part 2	
<b>October 10 (18-21:15)</b>		
5	Guest speaker/Workshop by Marina Mendeleva Founder & CEO at Tri Foundation   IT & Gamedev Recruiting   Member of Dubai Business Women Council	Uncover the secrets to conquering uncertainties in early-stage projects/ business ideas. During the workshop, students will refine their ideas, and present to angel investor panel presence.
<b>October 12 (18-21:15)</b>		
6	Diversity Equity & Inclusion @ Workplace	[Article] <a href="#">There's No Scientific Basis for Race—It's a Made-Up Label</a> [Article] <a href="#">Diversity wins: How inclusion matters</a> [Article] <a href="#">How empowering women can benefit Central and Eastern Europe</a> [Video] <a href="#">Unconscious Bias</a>



		<p>[Video] <a href="#">Microaggressions</a></p> <p>[Video] <a href="#">What is Allyship?</a></p> <p>[Article] <a href="#">Talk about privilege at work</a></p> <p>[Video] <a href="#">What is Privilege?</a></p> <p>[Article] <a href="#">Privilege Walk</a></p>
	<b>October 16 (18-21:15)</b>	
7	Wellbeing, Resilience, and Stress Management @ Workplace	<p>[Video] <a href="#">Wellbeing in the workplace</a></p> <p>[Video] <a href="#">What is imposter syndrome and how can you combat it? - Elizabeth Cox</a></p> <p>[Article] <a href="#">5 Ways to Boost Your Resilience at Work</a></p> <p>[Article] <a href="#">Well-being at the heart of the employee experience for the social enterprise</a></p> <p>[Article] <a href="#">Redefining a post-pandemic world</a></p>
	<b>October 17 (18-21:15)</b>	
8	Group Project Presentations	<ol style="list-style-type: none"> <li>1. Icebreaker Activity (5-10 minutes)</li> <li>2. Presentation/Executive Summary (10 minutes)</li> <li>3. Time Management (Up to 20 minutes in total)</li> <li>4. Slide Count (Up to 4 slides to present)</li> <li>5. Q&amp;A Expectation (1-2 questions)</li> </ol>
	<b>October 19 (18-21:15)</b>	
9	Fundamentals of Career Development. Networking. Interviewing.	<p>[Article] <a href="#">7 Strange Questions That Help You Find Your Life Purpose</a></p> <p>[Video] <a href="#">Design Thinking and Career Planning</a> (Ideation exercise)</p> <p>[Article] <a href="#">Pivot Method</a></p> <p>[Article] <a href="#">Personal Branding: 5 Ways To Build Your Career</a></p> <p>[Video] <a href="#">How To Create a Personal Brand (And Why It's Important)</a></p> <p><a href="#">Learn How the CliftonStrengths Assessment Works</a></p>

#### FINAL GRADE COMPOSITION

Type of assignment	Percentage of the total grade
<i>Group Components 60%</i>	
Group Project	30
Group Presentation	20
Group Contract	10
<i>Individual Components 40% (FINAL assessment)</i>	
DEI Project	20
Individual Academic Reflection	20
<b>Total</b>	<b>100</b>

#### DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT

- o **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 ice breaker/ team activity for the whole class. More guidance will be provided during the class.

- o **DEI Project:** Your assignment will involve identifying a company that may be facing challenges related to diversity, equity, and inclusion. Once you have chosen a company, you will thoroughly analyse its current DEI practices, culture, and potential areas for improvement. Based on your analysis, your assignment will require you to design a DEI strategy tailored to the company's specific needs and goals. **Requirements:** 1 page DEI Strategy Plan with Purpose and Initiatives, Due 21st Oct 23, 23:00;
- o **Individual Academic Reflection:** Your task is to write a thoughtful reflection that captures your overall experience in the course. Start by considering the key concepts, theories, and frameworks that we've explored. How have these insights expanded your understanding and practical implications? Reflect on the ways in which the course content has influenced your perspective on various aspects and what do you plan to implement any of that. **Requirements:** 300-500 words; use [What? So what? Now what?](#) framework, Due 28nd Oct 23, 23:00;
- o **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 the deadline.** **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.

## Appendix

### Group Project

#### Detailed Description and Assessment Criteria

1. Select a Real-Life Team/Company/Situation
  - a. Choose a real-life team, company, or situation for analysis. It can be a workplace or an external organisation.
  - b. Relevance and appropriateness of the chosen team/company/situation. - Clear articulation of the rationale for selection.
2. Conduct Interviews and Gather Information
  - a. Interview team managers and members to understand current dynamics. Use a team effectiveness discussion guide. Collect relevant data and record.
  - b. Effectiveness of interview. - Thoroughness of information gathered. - Documentation of sources and data.
3. Team Diagnostic Exercises
  - a. Analyze results to identify key challenges.
  - b. Clarity in the analysis of results. - Identification of key challenges and areas for improvement.
4. Apply Tuckman's Stages of Team Development
  - a. Use Tuckman's stages (Forming, Storming, Norming, Performing, Adjourning) to assess the team's current developmental stage. Analyze progression and challenges.
  - b. Accurate assessment of the team's current stage. - Insightful analysis of how the team has progressed through stages and challenges faced so far.
5. Develop a Team Development Plan
  - a. Create a development plan based on diagnostic exercises and Tuckman's analysis. Outline specific recommendations and activities for each stage of development.
  - b. Clarity and feasibility of the development plan. - Relevance of recommendations to identified



- challenges. - Practicality of proposed activities.
6. Practical Tips for Management
    - a. Provide practical tips and strategies for team leaders to implement the development plan effectively.
    - b. Relevance and effectiveness of tips and strategies. - Practicality of guidance for addressing challenges. - Alignment with the development plan.

#### **Group Presentation/ Executive Summary**

1. Icebreaker Activity (5-10 minutes)
  - a. Lead an icebreaker activity that aligns with your team analysis. Engage the class in an interactive exercise.
  - b. Engagement of the class during the icebreaker activity. - Alignment of the activity with team analysis.
2. Presentation (10 minutes)
  - a. Deliver a concise presentation summarizing research, analysis, recommendations, and key findings.
  - b. Clarity and readability of slides. - Logical organization of content. - Engagement of the audience.
3. Time Management (Up to 20 minutes)
  - a. Total presentation time should not exceed 20 minutes, including the icebreaker and presentation. Every extra minute beyond 20 mins will be penalised at 10% of presentation grader;
  - b. Adherence to the allotted presentation time. - Effective use of time management strategies.
4. Slide Count (Up to 10 slides)
  - a. A maximum of 10 slides can be submitted, but only 4 will be used for the actual presentation.
  - b. Appropriateness of slides selected for the presentation.
5. Q&A Expectation (1-2 questions)
  - a. Expect 1-2 questions from the class or instructors. All team members should be ready to answer, focusing on the non-presenting team members.
  - b. Ability to respond to questions with clarity and poise.