

Organizational Behavior / Leadership	
Upper division - undergraduate students	
Who should take this course?	Persons seeking a better understanding of the complexities of working with other persons; the dynamics of personalities and preferences, and the utilization of tools and techniques to understand one's self and others in order to achieve objectives through and with people
Instructor	Dr. Emeric Solymossy, Ph.D. http://faculty.wiu.edu/E-Solymossy 2009 Fulbright Distinguished Chair in Entrepreneurship for Central Europe 2010 Fulbright Senior Specialist: Technology Transfer in Argentina 2017 Fulbright Specialist: Research Methods (KUL) Poland
Availability:	Office Location: To Be Determined Phone number: If apartment has a phone, number will be provided. Email address: E-Solymossy@wiu.edu (Most reliable contact mechanism)
Instructional supplements:	PDF version of materials will be provided on the instructor's G-drive to allow students to read outside of class, and to stimulate discussions. Students will be required to provide examples of additional relevant information
College: Department:	John Paul II Catholic University of Lublin [KUL], Department of Negotiations and Mediation
Course type:	Combination of lecture-based instruction, self-examination (through self-administered psychological profiling instruments), simulations, and exercises. I anticipate students being actively engaged – and being willing to discuss how the topics relate to their personal and professional objectives.
Credits:	Designed to conform to ECTS, 3 credits (Please verify with Father W. Broński)
Time of class:	Days and time of day to be confirmed
Class Hours	Two - 2 to 2 1/2 hour session per week, ten sessions total
Personal Time	Students should anticipate spending 5 – 7 hours per week outside of class time (reading and analyzing)
Assessment	Quizzes (one per topic – after discussion), a “oral” mid-term, and an “oral” final exam.

Course Description:

All of us have some experience in dealing with individual and group behavior in organizations. This course explores theory and research as well as practical applications related to managing yourself and others in the workplace.

Objectives and Learning Outcomes:

My objective in this course is to add value to your educational experience. To accomplish this, I will help you understand and become functionally proficient in:

- Knowing and appreciating the challenges of managing others.
- Enhancing practical knowledge of management and modern organizations.
- Developing self-awareness regarding managerial skills.
- Increasing your ability to use course concepts in thinking and problem solving.
- Understanding practical application of leadership, interpersonal, and team interaction skills.
- Increasing the awareness of and appreciation for other viewpoints
- Enjoying the learning experience!

Some values and thoughts on learning:

- *What have you done with the garden entrusted to you?* (Antonio Machado)
- *Nothing new that is really interesting comes without collaboration.* (James Watson, Nobel Prize recipient for DNA discovery)
- *...Four lessons from which to develop self-knowledge: 1) You are your own best teacher; 2) Accept responsibility—blame no one; 3) You can learn anything you want to learn; 4) True understanding comes from reflection on your experience.* (Warren Bennis)

- *There is no end to education. It is not that you read a book, pass an examination, and finish with education. The whole of life, from the moment you are born to the moment you die, is a process of learning.* (Jiddu Krishnamurti)
- *He who learns but does not think, is lost! He who thinks but does not learn is in great danger* (Confucious)
- *Paradigms power perception and perceptions power emotions. Most emotions are responses to perception – what you think is true about a given situation. If your perception is false, then your emotional response to it will be false too. **So check your perceptions, and beyond that, check the truthfulness of your paradigms – what you believe.** Just because you believe something firmly doesn't make it true. Be willing to reexamine what you believe. Wm. Paul Young "The Shack," p.197*
- *But beyond this, my son, be warned: the writing of many books is endless, and excessive devotion to books is wearying to the body. (Ecclesiastes, 12:2) Because in much wisdom there is much grief, and increasing knowledge results in increasing pain (Ecclesiastes, 1:18)*

Organization and method of delivery for this course:

The method used to organize and present this course requires you to take responsibility for your own learning. I have split it into 4 units. This is potentially a LOT of material. My intent is to expose you to the material and the basic concepts. I intend to focus on those topics which are of the greatest interest to this body of students.

From the onset, I anticipate spending approximately half of our time each week reviewing the critical elements of each topic. The second half of our time will be spent engaging in exercises, discussion and critical thinking. As appropriate, we will use videos, and may conduct simulations in class and outside of class.

Topical Outline of Course Contents: (anticipated scheduling sequence) (allowing for one of our 10 sessions to be undefined, allowing for greater flexibility)

Module 1 Individual Behavior (minimum of 3 class sessions)

	Introduction to course and materials
Topic 1	Perception & Personality
Topic 2	Motivation
Topic 3	Goal Setting

Module 2 Group Behavior (minimum of 2 class sessions)

Topic 4	Groups / Teams
Topic 5	Leadership
Topic 6	Conflict

Module 3 Organizational Behavior / Leadership (minimum of 2 sessions)

Topic 7	Culture
Topic 8	Organizational Structure & Design
Topic 9	Job design

Module 4 Additional leadership topics (minimum of 2 sessions)

Topic 10	Communication	Topic 11	Change
Topic 11	Ethics – (in a global environment)		
Topic 12	Decision Making		

Course Materials:

- I recommend students visit <https://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=30>, and download a copy of the Organization book. I have also made a PDF version of this text available on the G-Drive folder associated with this course. This is made available at no cost to interested readers (by the University of Minnesota), and covers the essential information we will be discussing in class.
- Additional materials (for example, summaries for career and leadership concepts from Paula Caproni) will be placed on the G-Drive folder for this course.

Deliverables (Assignments involving research and critical analysis)

There are two projects / assignments required in this course, both focusing on the application of concepts explored in this course and of practical significance to you in your career development. Each is worth 20 points (20% of your overall grade), divided between the initial outline (confirmation of the information and analytic elements), and the verbal presentation (evaluation and comprehension).

- The first focuses on you as an individual. The second looks at the other members of a group of your selection. For both papers, the summary of the required measures should be outlined (in an outline form), and be typed to submit if requested. Rather than writing a paper, be prepared to discuss the findings and application of them to your situation and career / life goals. Be prepared to present this to the class, allowing approximately 5 minutes for your discussion.
 - **Focus #1 (Due the fourth session)** explores the correlation of your personality (assessed through 5 or more instruments), your motivation, and two “likely” and / or attractive career options (assessed off of the Occupation Network’s career search engine). In addition to identifying relevant measures and dimensions to analyze your strengths and weaknesses, you are to explore and identify “unique” sources of your bringing value to the organization / environment for your career choice.
 - **Focus #2 (Due the eighth session)** extends your understanding of yourself, and demonstrates your understanding of the concepts by assessing at least five other persons (within the group you selected to analyze). Each should be assessed in a minimum of nine dimensions (of those provided in class. I recommend doing this in a tabular format. Personally, I prefer a weighted, ranked table, where the ranking is determined by the importance of each dimension to the objectives of the group (If you are not familiar with this technique, please ask, and I’ll gladly demonstrate). The **analytical, verbal portion** of this assignment asks two questions, assuming that you were directed (in the actual work environment / type of organization from of one of the two careers from topic #1) to work with the team of individuals you selected, and have responsibility and accountability a series of complex projects lasting two years,:
 1. **Precisely (specifically)** what would you do to **improve the performance of the overall group (this taps the concepts of personality, conflict, team dynamics, roles, and motivatio)? and**
 2. **Exactly what would you do to improve *your* professional sense of satisfaction, personal well-being, and contentment (while avoiding derailment)?**

Quizzes, Tests, Final Examination:

There will be a short, in-class quizzes for each of the 4 modules. These quizzes will have 10 questions, each worth 1 point per question. The quizzes will be distributed at the end of each module (**after discussing the topics in class**).

Grading:

I do not “give” grades: students earn a grade based on their individually demonstrated performance.

Grades will be based on the outcome of the quizzes, participation (attentive, active, and engaged participation), two assignments, and the quizzes..

Grading Elements & Determination

Activities / Grading Components	Points	% of Total
Active engagement: (<i>engaged participation in all four topics</i>)	40	40%
Quizzes (<i>the number of quiz questions prorated to 150</i>)	10	10%
Assignment #1 (Outline)	10	10%
Assignment #1 (Verbal, 5 minute presentation)	10	10%
Assignment #2 (Outline or table)	10	10%
Assignment #2 (Verbal, 5 minute presentation)	20	100%
Total points available	100	100%

Policies:

We will adhere to all of the policies in effect at John Paul II Catholic University of Lublin.