

#### 4. Development, communication and human resources in an organization

Subject code	B1	Subject name	<b>Development, communication and human resources in an organization</b>	
<b>Field of study</b>			<b>Finances and accountancy-second-cycle studies</b>	
<b>Type of subject or module</b>			B. Basic teaching module	
<b>Educational profile (of studies)</b>	Practical			
<b>Semester</b>	1-2			
<b>Course coordinator</b>				
<b>Teacher</b>				
<b>Language</b>	Polish			
<b>Workload of the teacher and students in hours</b>		Full-time	Extramural	
1. Lectures (common participation of academics and students)		60	36	
2. Other forms (common participation of academics and students)		120	72	
<b>Total 1+2</b>		<b>180</b>	<b>108</b>	
3. Trainings (performed by students themselves)				
4. Students' own work (including homework and project tasks, preparation for an in-class test or an exam)		70	142	
<b>Total 3+4</b>		<b>70</b>	<b>142</b>	
<b>SUM 1+2+3+4</b>		<b>250</b>	<b>250</b>	
<b>Total number of ECTS points according to the study programme</b>		<b>10</b>	<b>10</b>	
<b>Preliminary and additional requirements</b>				
None				
<b>Subject learning outcomes</b>				
	<b>DESCRIPTION OF A SUBJECT LEARNING OUTCOME</b>			<b>EKK symbol (reference of learning outcomes to the</b>

		<b>subject)</b>
	<b>is knowledgeable/ knows and understands:</b>	
	various and complex organizational solutions used in occupational activities in finances in the context of solutions used in other domains	FR.II_W05
	organizational and communicative conditions of occupational activities in finances and accountancy	FR.II_W07
	<b>has the following skills - can/is able to</b>	
	use negotiation techniques in occupational activities in finances and accountancy	FR.II_U02
	have discussions on occupational topics in economy and finances with various groups of recipients and hold a debate	FR.II_U10
	develop a strategic plan for staff members (organization) and supervise their work to perform complex and untypical occupational tasks in unpredictable and changeable conditions	FR.II_U12
	collaborate with other people in team work and function as a leader in teams (teams of staff members, task forces and project teams)	FR.II_U13
	apply methods and techniques that educate and develop human resources in an organization, supervise a development of competences and occupational qualifications of subordinate employees	FR.II_U13
	individually plan and perform their own learning process in their lifetime, including their own personal and professional development	FR.II_U14
	popularize occupational knowledge about finances and accountancy in various forms	FR.II_U15
	<b>has the following social competences - is conscious and ready to</b>	
	critically assess their own knowledge and received content	FR.II_K01
	perform occupational roles of a banker, a financial advisor, an accountant and an auditor with respect to ever changing social needs, including the expansion of professional achievements, as well as supporting the ethos of an employee of the financial industry, obeying and developing the professional ethics rules and supporting actions for following the rules	FR.II_K05
	conscientiously perform occupational roles of the banker, the financial advisor, the accountant and the auditor by forming and	FR.II_K06

	maintaining appropriate working relationships in the working environment, promoting a pro-quality culture in occupational activities in finances and accountancy	
<b>Learning objectives</b>		
<p>Extensive familiarization of selected processes and methods and theories of management and communicology. Familiarization of various and complex organizational solutions used in occupational activities in finances in the context of solutions used in other domains.</p> <p>Formation of abilities to use communication and negotiation strategies as required in occupational activities. Formation of abilities to have discussions on occupational topics with various groups of recipients, hold a debate, develop strategic plans for staff members (organization) and supervise their work, to collaborate with other people in team work and function as a leader in teams (teams of staff members, task forces and project teams).</p> <p>Formation of abilities to apply methods and techniques that educate and develop human resources in an organization, to individually plan and perform their own learning process in their lifetime, to supervise a development of competences and occupational qualifications of subordinate employees and to popularize occupational knowledge in various forms.</p> <p>Development of competencies to conscientiously perform occupational roles by forming and maintaining appropriate working relationships in the working environment of an organization.</p>		
<b>Curriculum kontent</b>		
<p><b>Lectures:</b></p> <ul style="list-style-type: none"> <li>• Communication and communicating.</li> <li>• Human resource housekeeping. Intellectual capital of an organization.</li> <li>• Intellectual capital of an organization. Human resource housekeeping levels.</li> <li>• Labour market analysis and employment planning.</li> <li>• Recruitment of selection of employees (recruitment types and methods, selection stages, tools used in selecting candidates)</li> <li>• Employee assessment (system of periodic performance evaluation, performance evaluation methods )</li> <li>• Motivating staff: motivation and remuneration systems (remuneration system functions, remuneration types, efficient remuneration systems)</li> <li>• Occupational development forms ( institutional education, trainings and internships,</li> </ul>		

on-the-job trainings, lectures, conferences and seminars, turnovers and planned substitutions, coaching and mentoring )

- Strategic human resource management – features and models. Levels (spheres)

**Other class forms:**

**WORKSHOP I: INTERPERSONAL COMMUNICATION**

- Group integration –team building.
- Effective communication rules.
- Analysis of the sender’s factors that hamper the communication process.
- Analysis of the recipient’s factors that hamper the communication process.
- Speaking or utterance construction methods.
- Active listening techniques/ „I” message, von Thun’s ears, paraphrases, clarification, ordering, feeling naming, open questions, description vs. assessment, etc.
- Analysis of errors made in the communication process, communication barriers.
- Non-verbal communication skills with respect to intercultural differences.
- Non-verbal communication channels: proxemics, paralinguistics, kinesics, chronemics, oculosics, haptics.
- Importance and functions of non-verbal messages.
- Methods of mobilizing a conversation partner to be open and involved in the conversation by non-verbal means.
- Methods of adapting to a conversational partner by means of uncollected indicators.

**WORKSHOP II: CONFLICT SOLVING**

- Reaction styles in a conflict situation. Advantages and disadvantages of using cooperative, confrontational, adaptive, avoiding, compromising or third-party conflict style. Auto diagnosis of one’s own reaction styles.
- Psychological conflict traps. Identification of thinking traps: mote-beam mechanism, double norms, mirror image, polar thinking. Self-fulfilling prophecy.
- False solutions to conflict situations, among other things, exemplified by ignoring, postponing, depreciating.
- Selected techniques supporting effective conflict solving: ‘participation in the decision-making process’, ‘opposite reaction technique’, ‘image exchange’, ‘brainstorming’, ‘put yourself in his shoes’.
- Interference of a bystander in conflict situations, e.g. mediation, arbitration,

moderation, caution and conciliation..

- Negotiations as a conflict solving method. Differentiation of soft, hard and rational (cooperation-based) negotiations. Possibilities and limitations.
- Negotiator – knowledge, skills, stance, values.
- Non-verbal communication role in the negotiation process.
- Verbal communication in the negotiation process. Communication barriers hampering the communication process. Neutral tools in interpersonal communication.
- Assertiveness in the negotiation process.
- Hard negotiations – based on fight.
- Psychomanipulation techniques in the negotiation process.
- Harvard negotiations. Rules of rational negotiations.

#### PROJECT EXERCISES

- Ethical aspects of human resource housekeeping. Managing a team: roles in a team, staff team development stages, cooperation, leadership, leadership styles, delegation of rights. Workplace description and its applications in an organization personal policy. Work analysis and valuation.
- Staff recruitment and selection methods: job interview methods, categories of tests used in selecting candidates, assessment centre, etc. Management of employees' competences and development (trainings, coaching , mentoring, etc.) Contemporary periodic performance evaluation tools (development centre, 360° assessment and others)
- Motivation and remuneration systems. Downsizing and outplacement of employees.  
HRM (human resource management) in corporations – case studies. HRM in the sector of small and medium-sized industries. HRM in the public sector- case studies.
- Employer branding models. Interest spheres of employer branding. Internal vs. external employer branding. Types of employer branding campaigns.  
Brand building and the formation of an employer's offer. EVP, EB strategy, employer branding. Employer branding strategy construction. An organization as employer branding.
- Strategic human resource management. A strategic plan for a team of employees (organization).

## Recommended literature

### Basic:

- Adler R. B., Rosenfeld L. B., Proctor II R. F., Relacje interpersonalne. Proces porozumiewania się. Poznań: Rebis 2006.
- Armstrong M., Strategiczne zarządzanie zasobami ludzkimi, Wolters Kluwer, Warszawa 2010
- Kozłowski M., Employer branding. Budowanie wizerunku pracodawcy krok po kroku, Wolters Kluwer, Warszawa 2016.
- Król H., Ludwicyński A., Zarządzanie zasobami ludzkimi, Wydawnictwo Naukowe PWN, Warszawa 2017.
- Król-Fijewska M., Stanowczo, łagodnie, bez lęku. Warszawa: WAB, 2009.
- Marciniak Ł., Rogala-Marciniak S., Coaching. Zbiór narzędzi wspierania rozwoju, Wolters Kluwer, Warszawa 2015.
- Ury W., Odchodząc od nie. Warszawa: Wydawnictwo Ekonomiczne 2009.
- Wawrzyńczak-Jędryka B., Human Resources, Wolters Kluwer, Warszawa 2011
- Armstrong M., Zarządzanie zasobami ludzkimi, Wolters Kluwer, Warszawa 2011.

### Complementary:

- Reilly P., Williams T., Strategiczne zarządzanie zasobami ludzkimi. Rozwijanie potencjału organizacji dzięki funkcji personalnej, Wolters Kluwer, Kraków 2009.
- Rogozińska-Pawełczyk A., Gospodarowanie kapitałem ludzkim, Wydawnictwo Uniwersytetu Łódzkiego, Łódź 2015.
- Wojtaszczyk K., Employer branding czyli zarządzanie marką pracodawcy. Uwarunkowania, procesy, pomiar, Wydawnictwo Uniwersytetu Łódzkiego, Łódź 2012.
- McKay M., Davis M., Fanning P., Sztuka skutecznego porozumiewania się. Gdańsk: GWP, 2001.
- Nierenberg G. I., Sztuka negocjacji. Warszawa: Wydawnictwo Studio Emka 2004.
- Stewart J. (red.), Mosty zamiast murów. O komunikowaniu się między ludźmi, Warszawa: PWN 2002.
- Fisher R., Ury W., Patton B., Dochodząc do tak. Warszawa: Polskie Wydawnictwo Ekonomiczne 2009.
- Suchar, M., Kariera i Rozwój zawodowy. Ośrodek Doradztwa i Doskonalenia Kadr

Sp. z o.o. Gdańsk 2003.	
<b>Teaching methods and forms in classes</b>	<b>Yes (X) / No</b>
Lecture with a multimodal presentation of selected problems	
Conversational lecture	
Problem-focused lecture	X
Information lecture	X
Discussion	X
Work with text	
Case study method	X
Problem-based learning	X
Teaching/simulation game	X
Practice method	
Workshop method	X
Project method	X
Multimodal presentation	
Sound and/or video demonstrations	X
Activating methods (e.g. „brainstorming”, SWOT analysis technique, decision-making tree technique, snowball sampling, “mind maps” construction )	X
Group work	X
Individual work with a student (including tutoring)	
Inspection of classes taught by teachers or other students	
Teaching classes with children (school children, alumni)	
Others (what?) - .....	
<b>Verification of learning outcomes</b>	<b>Yes (X) / No</b>
Written exam	X
Oral exam	
Written in-class semester test	
Oral in-class semester test	X
Written mid-term test	
Oral mid-term test	

Test	X
Essay	X
Report	X
Multimodal presentation	
Participation in a debate	X
Project or product manufacturing	X
Report on laboratory classes	
Others (what?) - .....	
<b>Teacher's remarks</b>	
<b>Scale of grades and a method of giving grades</b>	
Scale of grades: failing (2) satisfactory (3) satisfactory plus (3,5) good (4) good plus (4,5) very good (5)	The grade is given based on the following scale: below 55.00 % - grade 2 55.00 % and more - grade 3 60.00 % and more - grade 3.5 70.00 % and more - grade 4 80.00 % and more - grade 4.5 90.00 % and more - grade 5