Annex No. 3		**Second Cycle Study Program**			
1.	Title of course	**Leadership & Organizational Behavior**			
2.	Code	**MSHR 521**			
3.	Study program	MBA in Strategic Human Resource Management			
4.	Organizer of the study program (university unit i.e. institute, department, division)	Faculty of Economics-Skopje			
5.	Degree (first, second, third cycle)	Second cycle			
6.	Academic year / semester	Year	1	Semester	2
7.	Course load expressed in ECTS	5 ECTS			
8.	Professor (in case of multiple professors, a designated professor in charge)	Prof. Aleksandra Janeska-Iliev, PhD Full professor			
9.	Language of instruction	English			
10.	Necessary prerequisites for enrolling in the course	None			
11.	Course objectives (competences) and learning outcomes:	Apart from the need of understanding leadership in organizations as human behavior, this module should offer improving the understanding and management of people at the workplace in general. Hence enabling in-depth understanding of the social, psychological, and organizational factors that shape individuals' behavior at work will allow for effective collaboration, covering issues related to motivation, decision making, team composition, organizational conflicts, effective collaboration, and power dynamics. Upon completing this course, participants should be able to: • Analyze how individual differences influence organizational behavior. • Understand people management skill set, considering the individual, group and organizational level. • Recognize and respect individual differences in attitudes, personality and perceptions • Recommend action to improve employees' motivation, behavior, and attitudes. • Assess major aspects related relating to motivation, commitment and engagement at work and how these are put into practice by organizations.			

		• Build, participate in, and lead multicultural teams more effectively • Understand the benefits and drawbacks of team-based work, how teams develop, functional and dysfunctional roles • Evaluate leadership styles and their suitability for different organizational contexts. • Understand and cultivate leadership as a very important dimension of the management profession and become true leaders for individuals and groups in the organization. • Be aware why organizational culture is important bounded to continuous improvement • Demonstrate the ability to lead multicultural and virtual teams. Student Learning Objectives: • Demonstrate an essential understanding of the core organizational behavior principles in work contexts. (LO.1.1 and LO 3.2) • Understand people management skill set (LO 4.1 and LO 5.1.) • Recommend actions to improve motivation and attitudes (LO 1.4; LO 2.1 and LO 3.1.) • Discuss leadership development (LO 3.2 and LO.4.1) • Able to integrate and apply the tools and techniques of business to solve complex business problems and make sound business decisions. (LO 2.1 and LO 3.1.) • Discuss and analytically evaluate the characteristics of effective leadership and the methods used to develop leaders in organizations (LO 2.1; LO 3.2. and LO 4.1)
12.	Detailed course content by chapters and units with learning outcomes for each chapter:	▪ **Individual differences in the organizational context** SLO > Explain how individual differences influence employee behavior, performance, and HR decisions. SLO > Evaluate the implications of individual differences for strategic HR practices such as selection, development, performance management, and diversity management. ▪ **Values, attitudes, and perception** SLO > Analyze core concepts of values, attitudes, and perception and explain their relevance for workplace behavior. SLO > Analyze how perceptions and attitudes affect job satisfaction, organizational commitment, and employee engagement from an HRM perspective. SLO > Recommend HR interventions to align individual values with organizational values and culture. ▪ **Motivation** SLO > Compare major motivation theories (content and process theories) and assess their relevance for strategic HRM. SLO > Design motivation-enhancing HR practices (rewards, performance management, job design) aligned with organizational strategy. SLO > Evaluate the role of motivation in improving productivity, retention, and employee well-being. ▪ **Groups, teams, and teamwork** SLO > Explain group dynamics, team development stages, and roles within teams. SLO > Analyze the advantages and challenges of team-based work systems from a strategic HRM perspective. SLO > Propose HR practices that support effective team formation, collaboration, and performance. ▪ **Virtual teams** SLO > Identify characteristics and challenges of virtual and hybrid teams in

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<tr><td></td><td></td><td colspan="4">contemporary organizations.
SLO > Recommend strategic HR solutions for managing geographically and culturally dispersed teams.
▪ Conflicts in the organizational context
SLO > Analyze conflict management styles and their implications for organizational effectiveness.
SLO > Apply HR and leadership interventions to manage conflict constructively and support positive employment relations.
▪ Leadership
SLO > Compare major leadership theories and styles and assess their relevance for different organizational contexts.
SLO > Evaluate the role of leadership in shaping employee behavior, engagement, and performance.
▪ Emotional intelligence and empathy in leadership
SLO > Define emotional intelligence and empathy and explain their importance in leadership and people management.
SLO > Analyze how emotionally intelligent leadership contributes to motivation, trust, and team effectiveness.
▪ Understanding organizational culture
SLO > Explain the concept and components of organizational culture and its strategic significance.
SLO > Analyze the relationship between culture, leadership, and HR practices.</td></tr>
<tr><td>13.</td><td>Interrelationship of courses:</td><td colspan="4">/</td></tr>
<tr><td>14.</td><td>Detailed description of the teaching and working methods for the course:</td><td colspan="4">Class Participation, Discussion Questions, Case Quizzes, Best Practices Project, Exam, Final project document and presentation</td></tr>
<tr><td>15.</td><td>Total hours:</td><td colspan="4">5 ECTS x 25 hours = 125 hours</td></tr>
<tr><td rowspan="2">16.</td><td rowspan="2">Forms of teaching activates</td><td>16.1.</td><td colspan="2">Lectures – theoretical teaching: classes</td><td>24</td></tr>
<tr><td>16.2.</td><td colspan="2">Tutorials (laboratory, auditory), seminars, teamwork: classes</td><td>6</td></tr>
<tr><td rowspan="3">17.</td><td rowspan="3">Other forms of activities</td><td>17.1.</td><td colspan="2">Project assignments: hours</td><td>40</td></tr>
<tr><td>17.2.</td><td colspan="2">Individual assignments: hours</td><td>40</td></tr>
<tr><td>17.3.</td><td colspan="2">Self- study: hours</td><td>15</td></tr>
<tr><td>18.</td><td colspan="5">Signature requirements: 50% class presence</td></tr>
<tr><td rowspan="5">19.</td><td colspan="5">Method of assessment</td></tr>
<tr><td>19.1.</td><td colspan="2">Tests: points</td><td colspan="2">30%</td></tr>
<tr><td>19.2.</td><td colspan="2">Individual tasks / projects (assignments: written and oral), seminar paper/project, written and oral presentations: points</td><td colspan="2">30%</td></tr>
<tr><td>19.3.</td><td colspan="2">Group Assessment(Group Case Presentation, Group Case Analysis, Team Application Exercise)</td><td colspan="2">20%</td></tr>
<tr><td>19.4.</td><td colspan="2">Attendance</td><td colspan="2">20%</td></tr>
<tr><td rowspan="6">20.</td><td colspan="2" rowspan="6">Assessment criteria (points/grade)</td><td>Up to 50 points</td><td colspan="2">5 (five) (F)</td></tr>
<tr><td>51- 60 points</td><td colspan="2">6 (six) (E)</td></tr>
<tr><td>61- 70 points</td><td colspan="2">7 (seven) (D)</td></tr>
<tr><td>71- 80 points</td><td colspan="2">8 (eight) (C)</td></tr>
<tr><td>81- 90 points</td><td colspan="2">9 (nine) (B)</td></tr>
<tr><td>91- 100 points</td><td colspan="2">10 (ten) (A)</td></tr>
<tr><td>21.</td><td colspan="2">Method of monitoring the quality of teaching</td><td colspan="3">Self-evaluation</td></tr>
<tr><td rowspan="3">22.</td><td colspan="5">Literature</td></tr>
<tr><td rowspan="2">22.1.</td><td colspan="4">Mandatory literature</td></tr>
<tr><td>No.</td><td>Author</td><td>Title</td><td>Publisher</td><td>Year</td></tr>
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		1.	Dr. Christopher P. Neck , Jeffery D. Houghton, Emma L. Murray	Organizational Behavior: A Skill-Building Approach 2nd Edition	SAGE	2019
		2.	Michael A.Hitt	Organizational Behavior, Fifth Edition	Wiley	2017
		3.	Goleman, D.	Emotional Intelligence: 25th Anniversary Edition	Bloomsbury Publishing	2020
	22.2.	Additional literature				
		No.	Author	Title	Publisher	Year
		1.	Linda A. Hill , Kent Lineback	Being the Boss, with a New Preface: The 3 Imperatives for Becoming a Great Leader	Harvard Business Review Press	2019
		2.	Haas, M. and Mortensen, M.,	The secrets of great teamwork	Harvard business review, 94(6), pp.70-76.	2016
		3.	Robbins, S.P. & Judge, T.A.	*Organizational Behavior*, 19th ed.	Pearson,	2022