

## Module card

I. GENERAL INFORMATION	
<b>THE WITELON STATE UNIVERSITY OF APPLIED SCIENCES IN LEGNICA DEPARTMENT OF SOCIAL SCIENCES AND HUMANITIES</b>	
<b>Field</b>	Philology
<b>Module title</b>	Corporate culture
<b>Language of lecture</b>	English
<b>ECTS points</b>	2
<b>Preliminary conditions:</b>	A student can understand extended speech and lectures, interact with a degree of fluency and spontaneity, can read articles and reports concerned with contemporary problems.
II. EDUCATION AIMS	
<p><b>Aim 1:</b> Transmission of knowledge connected with the functioning of individuals and groups within a specific community which is a company.</p> <p><b>Aim 2:</b> Showing relations between strategy, structure, leadership, and organizational culture.</p> <p><b>Aim 3:</b> To acquire skills in diagnosing and changing organizational culture.</p>	
III. EDUCATION OUTCOMES	
<ol style="list-style-type: none"> <li>1. The student has a structured and detailed knowledge in the chosen language area: he/she is familiar with the rules of using modern English in business.</li> <li>2. In the selected language area: correctly uses language to communicate in a variety of situations, analyses a case study, suggests a solution to a problem, presents his/her findings to the group.</li> <li>3. The student has a near-native knowledge of English at a proficiency level of C1 of the Common European Framework of Reference for Languages and knows a second foreign language at a level of at least B1 of the Common European Framework of Reference for Languages.</li> <li>4. The student is able to effectively organize his work, interact in a group taking various roles in it.</li> </ol>	
IV. EDUCATIONAL METHODS	
<p><b>1. Methods of education:</b> informative lecture (conventional), problem lecture, conversation lecture, problem method, situational, brainstorming, case study, discussion, exercises based on the use of various sources of knowledge, individual work.</p> <p><b>2. Didactic tools (means):</b> multimedia presentations, source texts, documents, monolingual and bilingual dictionaries, examination tasks from previous years, the Internet, multimedia projectors.</p> <p><b>Assessment method:</b> participation in group projects, discussions, presentations, case studies, completing the project work.</p> <p><b>Course completion form. Formative assessment criteria:</b></p> <ol style="list-style-type: none"> <li>1. Written knowledge test - evaluation criteria: <ul style="list-style-type: none"> <li>• 91% - 100% - very good</li> <li>• 81% - 90% - good plus</li> <li>• 71% - 80% - good</li> <li>• 61% - 70% - Sufficient plus</li> <li>• 51% - 60% - Sufficient</li> <li>• 50% and less – unsatisfactory</li> </ul> </li> <li>2. Oral knowledge test - evaluation criteria: <ul style="list-style-type: none"> <li>• <b>5.0 (very good)</b> - compose and articulate an independent statement on a given topic in a manner that demonstrates a full understanding of the question and knowledge of the topic; a thorough discussion of the issue; no language errors; no errors in composition;</li> </ul> </li> </ol>	

- **4.5 (good plus)** - compose and articulate an independent statement on a given topic in a manner that demonstrates a full understanding of the question and knowledge of the topic; complete discussion of the issue; no language errors; no errors in composition;
- **4.0 (good)** - composing and articulating an independent speech on a given topic in a way that proves a full understanding of the question and knowledge of the topic; a full discussion of the issue; minor language errors; minor mistakes in composition;
- **3.5 (sufficient plus)** - attempt to compose and articulate an independent statement on a given topic in a way that demonstrates at least a partial understanding of the question and knowledge of the topic; comprehensive but superficial discussion of the issue; minor language errors; minor errors in composition;
- **3.0 (sufficient)** - attempt to compose and articulate an independent statement on a given topic in a manner that demonstrates at least partial understanding of the question and knowledge of the topic; partial discussion of the issue; minor language errors; minor errors in composition;
- **2.0 (insufficient)** – a failure to meet the criteria for the grade: sufficient (3.0).

3. An observation and evaluation of student attitudes resulting from:

- realisation of tasks prepared as part of exercises,
- engagement in group work,
- behaviour and activity during lectures and exercises,
- conducting a substantive discussion,
- the need for continuous personal and professional development.

**Summative assessment criteria:**

- an average of formative assessments

**Student workload: 50 hours**

#### V. MODULE TYPE AND CONTENTS

1. Culture vs organizational culture.
2. Culture versus organization.
3. Determinants of organizational culture.
4. Genesis of organizational culture.
5. Manifestations and functions of organizational culture.
6. Identification of organizational culture profiles.
7. Formal and informal dimensions of forming organizational culture.
8. Styles of management and organizational culture.
9. Cultural patterns and barriers in transnational organizations.
10. Cultural differences and how to deal with them.
11. Organizational culture of selected companies. Multimedia presentations - group projects.

#### VII. ECTS POINT BALANCE SHEET - STUDENT'S WORKLOAD

Category	Student's workload
<b>Contact hours</b>	<b>17</b>
Participation in workshops	15
Duty hours	2
<b>Independent student's work</b>	<b>33</b>
Preparation for the workshops	10
Preparation for the written knowledge test	5
Preparation for the oral knowledge test	5
Preparing the project	8
Preparing multimedia presentation	5
<b>Total numer of hours</b>	<b>50</b>
<b>ECTS points</b>	<b>2</b>

#### VIII. RECOMMENDED LITERATURE

**Basic literature:**

1. Alvesson, M. (2012). *Understanding Organisational Culture*. London: Sage Publications.
2. Harrison M. Trice, Janice M. Beyer. (1993). *The Cultures of Work Organizations*. Englewood Cliffs: Prentice Hall.
3. Lewis R.D. (2006). *When Cultures Collide*. Boston: Nicholas Brealey Publishing.

**Supplementary literature:**

1. Cameron K. S., Quinn R. E. (2006). *Kultura organizacyjna - diagnoza i zmiana*. Kraków: Oficyna Wydawnicza.
2. Hofstede G. (2000). *Kultury i organizacje*. Warszawa: PWE.
3. Trompenaars F., Voerman E. (2010). *Servant Leadership Across Cultures*. Oxford: Infinite Ideas Ltd.
4. Own materials.