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| To be filled in by the Field of Study Committee | | Module (course block) name: **ELEVTIVE COURSE** | | | | | | | | | Module code: **D** | | | |
| Course name: **MOTIVATIONAL SYSTEMS AT WORK** | | | | | | | | | Course code: **38.6.** | | | |
| Organisational Unit conducting the course/module: **INSTITUTE OF ECONOMICS** | | | | | | | | | | | | |
| Field of study: **LOGISTICS** | | | | | | | | | | | | |
| Mode of study: **FULL - TIME** | | | | Study profile: **PRACTICAL** | | | | | | | | |
| Year / semester: **II/III** | | | | Course/module status:**OPTIONAL** | | | Course/module language: **ENGLISH/POLISH** | | | | | |
| Form of tuition | | lecture | | class | | laboratory | project | | seminar | | | other (please, specify) |
| Course load (hrs) | |  | | **15** | |  |  | |  | | |  |
| Module/course coordinator | | | | | | Ewa Patra PhD | | | | | | | | |
| Lecturer | | | | | | Ewa Patra PhD | | | | | | | | |
| Course/module objectives | | | | | | The main goal of this course is to introduce students’ with selected aspects of a motivational system at work. They will gain knowledge about the essence and importance of the motivational system and its tools in the working environment. Students will also learn haw promoting and developing a motivational system affects a positive atmosphere in the workplace, builds loyalty and identification with the organization and raises the effectiveness and efficiency of employees. | | | | | | | | |
| Entry requirements | | | | | | - | | | | | | | | |
| **LEARNING OUTCOMES** | | | | | | | | | | | | | | |
| No. | Learning outcome description | | | | | | | | | | | | | Reference to the learning outcomes for **Field of Study** |
| 01. | has knowledge about principles of a motivational system at work and its importance for the functioning of an employee and an organization. | | | | | | | | | | | | | K1P\_W05 |
| 02. | knows that a motivational system can be crucial for the attitude and commitment of employees performance and can deliver mutual benefit to people, organizations, economies and communities. | | | | | | | | | | | | | K1P\_W06  K1P\_W07 |
| 03. | is able to describe tools of a motivational system at work and their importance for an employee engagement and functioning of the entire organization. | | | | | | | | | | | | | K1P\_U01 |
| 04. | can analyze constantly changing environment of labour markets; is able to discuss problems in building motivational systems at workplace and find solutions or propose various motivational tools for individual groups of employees. | | | | | | | | | | | | | K1P\_U06 |
| 05. | is able to develop and present a multimedia presentation on motivational system at work. | | | | | | | | | | | | | K1P\_U11 |
| 06. | is aware of the importance of a motivational system at work; has the need to increase knowledge on this subject. | | | | | | | | | | | | | K1P\_K01 |
| 07. | publicly present ideas and reflections on a motivational system in the organization in persuasive way, actively cooperates in the group, taking various roles in it. | | | | | | | | | | | | | K1P\_K02 |
| **COURSE CONTENT** | | | | | | | | | | | | | | |
| **Classes** | | | | | | | | | | | | | | |
| The essence and types of motivation - self, team and workplace motivation. Theories of motivation. Essence and concept of a motivational system. Factors of a motivational system - elements, instruments and tools. Principles of building effective motivation systems. Benefits and challenges of motivation. Motivating factors used in enterprises – examples and analysis of components of motivational systems in different organizations. | | | | | | | | | | | | | | |
| Basic literature | | | 1. M. Guillen, Motivation in Organisations: Searching for a Meaningful Work-Life Balance, Routlege New York 2021. 2. A. Uka. A. Prendi, Motivation as an indicator of performance and productivity from the perspective of employees, Management & Marketing, 2021. 3. What’s your favorite kind of carrot? Business Chemistry and motivation, Deloitte LLP / Suzanne Vickberg, 2022.   4. J. Broniecka, Jak motywować pracowników, IBUK Libra, 2022.  5.Quality of Life. Human and Ecosystem Well-being, red. K. Ostasiewicz, Prace Naukowe Uniwersytetu Ekonomicznego we Wrocławiu nr. 435, Wydawnictwo Uniwersytetu Ekonomicznego we Wrocławiu; IBUK Libra, 2016.  6. Corporate wellness w organizacji. Uwarunkowania, model wymiarów działań, możliwości rozwoju / Marzena Syper-Jędrzejak, Wydawnictwo Uniwersytetu Łódzkiego: ebookpoint BIBLIO, 2019. | | | | | | | | | | | |
| Additional literature | | | 1. Self-determination theory and how it determines motivation, Positive Psychology, Courtney Ackerman, 2018.  2.https://ec.europa.eu/eurostat  3. https://www.ilo.org/global/lang--en/index.htm  4. https://www2.deloitte.com/  5.Motivation Theories, https://www.knowledgehut.com/tutorials/project-management/motivation-theories. | | | | | | | | | | | |
| Teaching methods | | | Multimedia presentation, case study, analysis of texts with discussion, work in groups. | | | | | | | | | | | |
| Teaching methods including methods and techniques of remote teaching | | | not included | | | | | | | | | | | |
| **Learning outcomes verification methods** | | | | | | | | | | | | | Learning outcome number | |
| Test – single choice. | | | | | | | | | | | | | 01,02,03 | |
| Multimedia presentation | | | | | | | | | | | | | 04,05,06,07 | |
| Active participation in classes, case study. | | | | | | | | | | | | | 04,05,06,07 | |
| Form and terms of awarding credits | | | | | Test 30%, multimedia presentation 40%, attendance to classes and activity 30%. Substantive and formal quality of the presentation; activity and attendance. For the test it is necessary to obtain 51% of all possible points to be earned. | | | | | | | | | |
| STUDENT WORKLOAD | | | | | | | | | | | | | | |
| Type of activity/tuition | | | | | | | Number of hours | | | | | | | |
| Total | | | Activities related to practical professional preparation | | Participation in classes conducted with the use of methods and techniques of remote teaching | | |
| Participation in lectures | | | | | | |  | | |  | |  | | |
| Independent study of lecture topics | | | | | | |  | | |  | |  | | |
| Participation in classes and laboratories | | | | | | | 15 | | | 15 | |  | | |
| Independent preparation for classes | | | | | | | 15 | | | 15 | |  | | |
| Preparation of projects/essays/etc. | | | | | | | 30 | | | 30 | |  | | |
| Preparation for examination/credit awarding test | | | | | | | 15 | | | 15 | |  | | |
| Participation in consultation hours | | | | | | | 1 | | |  | |  | | |
| Other | | | | | | |  | | |  | |  | | |
| TOTAL student workload in hours | | | | | | | 76 | | | 75 | | 0 | | |
| **Number of ECTS credits for the course** | | | | | | | **3** | | | | | | | |
| Number of ECTS credits associated with practical classes\* | | | | | | | **3** | | | | | | | |
| Number of ECTS credits relevant to remote education (tuition involving the use of methods and techniques of remote teaching) | | | | | | | 0 | | | | | | | |
| Number of ECTS credits for classes which require direct participation of lecturers | | | | | | | 0,6 | | | | | | | |