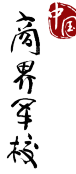




PHBS
北京大学汇丰商学院



MGT 520 Organizational Behavior (Session I & II) First Module, 2025-2026

Course Information

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TA (Session II): TBD

Office: PHBS Building, Room 213/214

Email: XXXXXXXXXX@stu.pku.edu.cn

Office Hour: TBD

Classes:

Session I: Monday & Thursday, 10:30 AM -12:20 PM

Session II: Monday & Thursday, 1:30 -3:20 PM

Venue: PHBS Building, Room TBD

Course Document Website:

Course Management System

1. Course Description

1.1 Context

Course Overview

Purpose

Organizational behavior is a subject that studies individuals, groups, and organizational systems and their effects on human behavior in an organizational context. Knowledge, skills, and abilities acquired in this course are designed for students to understand organizational behaviors and their influences, to solve practical problems, and ultimately to improve organizational efficacy. This course will prepare students to effectively manage, motivate, and stimulate human capital within organizations for future work. In order to add the cultural benefit of taking this course in China, this

course will also introduce local examples and teach concepts by making cross-cultural comparisons whenever possible.

1.2 Textbooks and Reading Materials

Learning Materials

Readings, cases, and other materials in class will highlight issues and problems that organizations face as they create and implement policies to manage their human capital strategically.

Required

- Textbook: Robbins, S. P., & Judge, T. A. (2018). Organizational behavior, 18th Edition.
- All required and supplemental readings can be found in the online course management system (CMS).

Optional

- Hitt, Miller, & Colella (2010; 2015). Organizational behavior, 4th Edition.
- Harvard Business Review <http://hbr.org/>
- Financial Times <http://www.ft.com/home/uk>

1.3 Methodology and Accountabilities

Course Methodology

To achieve the stated learning goals, this course will be heavily weighted toward active learning – that is, in-class discussions, exercises, and cases. With this emphasis on active learning, you and your peers will contribute significantly to the learning that occurs in class. Your learning, therefore, is a mutual responsibility shared by you, your peers, and myself. The success of this course methodology hinges on everyone's commitment to a special set of accountabilities, as noted below.

Instructor's Accountabilities

To ensure learning goals are achieved, my accountabilities for this course are:

- **Foster a classroom environment conducive to active learning**
- Determine reading assignments, cases, and exercises that stimulate active learning
- Provide clear feedback to students that encourages and enhances learning

Students' Accountabilities

To ensure learning goals are achieved, student accountabilities for this course are:

- **Complete all assigned readings or exercises prior to each class**
- Actively contribute to class discussions, case analysis, and exercises
- Complete all assignments as scheduled to both enhance and demonstrate learning
- **Turn off all mobile phones and web enabled devices (e.g., laptops) before the start of class**

Please do your best to come to class prepared to contribute to class discussion; this increases our chances of having lively discussions with great learning potential.

2. Learning Outcomes

2.1 Intended Learning Outcomes

Learning Goals	Objectives	Assessment
1. Our graduates will be effective communicators.	1.1. Our students will produce quality business and research-oriented documents.	O
	1.2. Students are able to professionally present their ideas and also logically explain and defend their arguments.	O
2. Our graduates will be skilled in teamwork and leadership.	2.1. Students will be able to lead and participate in groups for projects, discussions, and presentations.	O
	2.2. Students will be able to apply leadership theories and related skills.	O
3. Our graduates will be trained in ethics.	3.1. In a case setting, students will use appropriate techniques to analyze business problems and identify ethical issues, provide solutions and rationales.	O
	3.2. Our students will practice ethics for the duration of the program.	O
4. Our graduates will have a global perspective.	4.1. Students will have international exposures.	O
5. Our graduates will be skilled in problem-solving and critical thinking.	5.1. Our students will have a good understanding of fundamental theories in their fields.	O
	5.2. Our students will be prepared to face problems in various business settings and find solutions.	O
	5.3. Our students will demonstrate competency in critical thinking.	O

2.2 Course Specific Objectives

Active Learning

As the instructor of this class, I am committed to facilitating the learning process and fostering a positive learning environment. However, the extent of your learning experience depends largely on your efforts and those of your colleagues. Therefore, it is imperative that every student in this class comes well-prepared, actively participates, and diligently completes all assignments.

Teamwork

Developing the skill of collaboration is essential in the business context. In real-life scenarios, we seldom have the opportunity to work with a perfect group. Therefore, the ability to integrate and interact with team members to achieve business goals is critical. The quality of your final project and various class activities will significantly depend on the collaboration between you and your team members. I strongly encourage you to engage in regular interactions, ask thoughtful questions, and actively participate in discussions and debates on the issues raised.

2.3 Assessment/Grading Details

Overall Grading Policy

Points earned on each of the following assignment will be totaled.

	<u>Weight</u>	<u>Assignments</u>	<u>Due Date</u>
Continuous assessment	25%	Participation & Discussion	
Class activities	20%		
Midterm exam	25%	(Close Book)	Oct. 20
Final paper & presentation	30%		Nov. 3 & 6

Grading scale (in %)

A = Superior and extra effort performance (A = 94-100, A- = 91 – 93)

B = Satisfactorily meets all requirements (B+ = 88 – 90, B = 84 – 87, B- = 81 – 83)

C = Average results (C+ = 78 – 80, C = 74 – 77, C- = 71 – 73)

D = Below expectation (D+ = 68 – 70, D = 64 – 67, D- = 61 – 63)

F = Fail (Below 60)

Expectations regarding Grades

The assumption in this class is that an A+, A or A- must be *earned*, and such grades are reserved only for the students who truly excel based on class expectations. To earn an A or A+, students must demonstrate mastery of the material, exceptional analytical skills, and the ability to integrate interdisciplinary ideas and knowledge.

Some students may think that putting effort into a course would automatically earn them an “A” or “B” grade, regardless of the level of mastery of the learning outcomes for this course. In other words, some students mistakenly equate effort with mastery, which is not true.

Absences

Absences totaling more than three hours in a 3 unit class, four hours in any 4 unit class, and 5 hours in a 5 unit class automatically lower the final grade by one step (example: an A- to a B+). Each successive absence will, in turn, lower the grade by an additional step. Absences immediately before or after weekends or holidays or due to travel during the week are considered double absences. If a student is tardy to a class 4 times, it will count as 1 absence. Students are responsible for classwork during their absences.

Attendance is crucial for active class participation and engagement in various activities. While exceptions for special conditions may be considered, absence may result in a loss of points for class participation and missed opportunities for activities.

*Plagiarism

Written responses in quizzes or exercises are fundamental for monitoring learning throughout the course. When these responses indicate a lack of understanding in certain topics, a review will be conducted in class. Collaboration on the underlying concepts and principles is encouraged among students; however, it is crucial that each student's written answers represent their individual work. Obtaining answers from peers who have previously taken the course or copying responses from classmates is a violation of the honor code and may result in failing the course and other appropriate sanctions. Plagiarism, whether intentional or unintentional, undermines the integrity of the learning process. To prevent plagiarism, students must cite all sources accurately, both in-text and in the reference section, following the specified citation style, such as APA. Instances of plagiarism may

lead to severe consequences, ranging from a failing grade for the assignment to failing the entire course. Fostering a culture of academic integrity requires students to familiarize themselves with proper citation principles and seek guidance if unsure about crediting sources.

(1) Participation & Discussion (25%)

Class activities will be based on the assumption that you are familiar with the materials presented on the course management system; therefore, you should be prepared for class and will be randomly called upon to discuss assigned materials. Your Participation and discussion grade will reflect my assessment of your total contribution to the learning environment. Contributions to the learning environment can come in many forms- making observations, answering questions, summarizing others' views, commenting on other students' comments, or debating the instructor's view. *It is not the form or the frequency that matters but the extent to which what you say makes a contribution to your own or your peers' learning. Did your contribution move the conversation forward? Did it offer an alternative view that we had not considered? Did it provoke deeper thinking?* In other words, it is the quality of your contribution, not the quantity that matters.

You cannot participate if you are absent; therefore, regular class attendance is mandatory. Plan to attend every class session and be punctual. Participation and discussion scores for missed classes will be recorded as zero for that day. If you anticipate an absence, please email me in advance. This allows me to mark your participation as 'not present' rather than 'not participating.' Importantly, the quality of interactions in class will significantly influence your participation grade.

(2) Research Paper & Presentation (Group-Based) (30%)

Contents

- **Topic deadline: October 9, 2025 (5 PM)**
- **Final Paper Submission deadline: November 10, 2025 (5 PM), NO DELAY!**
- Seven groups will be formed, with approximately five students in each group. It is mandatory for each group to include at least one international student. Additionally, students are responsible for organizing and forming their own groups.
- Select an OB topic for research from the concepts and theories studied in class (from the book or other materials and case studies). Use citations from the textbook, articles, and academic journals available through PHBS's Online Library resources to research the topic thoroughly. Your paper should contribute to learning about the chosen topic beyond what you have studied in class. **Email me** the electronic version by **November 10, 5 PM**.

Standards

- The maximum page number is 15 (double-line spaced, excluding references, appendix, figures, and tables);
- Define, describe, and present the topic;
- Intersect your research topic with the four fundamental organizational behavior areas: individual behavior, group dynamics, and organizational systems;
- Connect the research topic with the subjects of globalization, ethics, strategy, and cross-culture issues if it is possible;
- Feel free to connect, compare, and/or contrast the research topic with other class topics;
- Seek to answer several important questions in your paper. Why is the assigned research topic important to the field of OB? What is the practical value of the research topic? What are you learning about the topic? What are the practical

challenges and opportunities associated with the research topic? How does knowledge about the topic benefit us as business practitioners? What are the global implications for the subject? What are its ethical considerations? How does strategy come into play? Any cross-culture differences?

- Utilize a minimum of six credible research sources for your work, including at least two peer-reviewed scholarly journals. The remaining sources can be drawn from conference papers, books, or other reputable articles. Ensure accurate and thorough crediting of all sources in accordance with APA format guidelines in the reference section.

Presentation requirements are as follows.

- The presentation should not exceed 15 minutes, followed by a 5-minute question and answer session.
- Use PPT or equivalents to demonstrate your key points.
- The content of your presentation should cover your research paper and be well-structured.
- Promoting meaningful dialogue and interaction with the audience is a factor that will directly impact your presentation score.

Assessment criteria

- Paper
 - Cover important theories and models relevant to the topic you choose;
 - Present a clear line of reasoning;
 - Creative thinking;
 - Critical thinking;
 - Use proper and adequate references to support your arguments.
- Presentation
 - Present your ideas clearly;
 - Get the audience involved in generating creative solutions to the problems in the case;
 - Demonstrate that you understand the relevant theories;
 - Produce distinctive views about the case;
 - Link your own ideas to the ideas obtained from the audience;
 - Apply relevant theories and models to solve the problems in the case;
 - Manage the presentation time properly;
 - Plan, organize, lead, and coordinate the presentation constructively and smoothly;
 - Present a clear line of argument;
 - Overall impression.

(3) Midterm Exam (25%)

The midterm exam contributes to 25% of the total grade and will be conducted in a short-essay answer format, including case analysis. You will need to apply major concepts studied in class, integrating theories learned and drawing from practical experience to create meaningful and substantive inferences and arguments. The midterm is comprehensive, covering all course material up to the day before the exam day.

On the day of the midterm, please bring a pen and for answering the exam questions. Electronic devices, including laptops, tablets, and phones, are not permitted during the exam. However, you are allowed to bring one double-sided A4 sheet of handwritten or printed notes containing any information you deem necessary. The exam questions will be provided on paper, and you must write your answers by hand in the provided answer sheets.

Complete your answers within the specified time frame. At the end of the exam, submit your answer sheets directly to the TA. The submission time will be strictly recorded based on when the TA receives your work. To avoid delays, allocate 2-3 minutes as a buffer for organizing and submitting your work. To maintain fairness, late submissions will not be accepted, and delays will result in a deduction of 5-20 points from your exam score, depending on the circumstances.

(4) Class Activities (20%)

Throughout the OB class, various interactive activities corresponding to different OB topics will be conducted. It's important to note that these activities will be assigned RANDOMLY by the instructor. This approach ensures that you will have the opportunity to interact with all classmates. For instance, when covering the topic of negotiation, there will be an activity where you engage in a salary negotiation within the class. Each participant will play a distinct role in this interactive exercise.

Policy on Missing the Deadline

For the sake of fairness, a policy has been established regarding missed deadlines for assignments and exams. Any missed deadline (e.g., group presentation PowerPoint, individual paper, quiz, and exam sheet) will incur a penalty of 5% for each day (10-minute period) beyond the due date and time.

2.4 Academic Honesty and Plagiarism

Moral code of conduct is to be observed strictly in all courses taken at Peking University HSBC Business School. This means that there will be no deceptive behavior in any work you submit. Students in Organizational Behavior (Course Number MGT520) are bound by the Honor Code and the following specific guidelines for all works completed in this course.

- Individual work is to be completed without the assistance of others.
- Assignments identified as team-based work are to be completed by members of the team only.
- While group interaction is encouraged when studying, any work submitted under your name must be your own work.
- Plagiarism in any form, including the use of previous years' materials will not be tolerated.
- Written deliverables must use appropriate citations to signify when arguments or analyses rely on the ideas or insights of others, including any class materials.
- Any use of class assignments of case analyses or any other material in any format from any course taught at any time in the past or present will be considered a violation of the Honor Code.
- Unless specific permission is granted to the entire class, when preparing a case, confine your analysis to the facts of the case, using your common sense and deductive reasoning to draw conclusions from the facts and information presented.
- If you use ideas that are not your own, you must give credit where credit is due.

All assessments are subject to an academic misconduct check. This check may involve reproducing the assessment, providing a copy to another member of the faculty, and/or communicating a copy of this assignment to the PHBS Discipline Committee. A document/assignment suspected of plagiarism submitted to a plagiarism-checking service may be retained in its database for future reference purposes. In cases where a violation is suspected, penalties will be implemented. The consequences

for academic misconduct may include deduction of honor points, a mark of zero on the assessment, a failing grade for the entire course, and referral of the matter to the Peking University Registrar.

***AI tools requirements:** Using AI tools to complete assignments or assessments without the approval of the course instructor will be regarded as an act of academic dishonesty. Depending on the severity of the situation, penalties will be implemented in accordance with the provisions of the Peking University Graduate Student Handbook.

For more information on plagiarism, please refer to **PHBS Student Handbook**.

3. Topics, Teaching and Assessment Schedule

Class	Date	Topic / Content	Note
1	Sep. 1	Foundation	
2	Sep. 4	Individual differences / Personality & values (Chapter 5) Attitude (Chapter 3) *What is organizational behavior (Chapter 1)	
3	Sep. 8		
4	Sep. 11	Perception / Decision making (Chapter 6)	
5	Sep. 15		
6	Sep. 18	Emotions & moods (Chapter 4)	
7	Sep. 22		
8	Sep. 25	Motivation (Chapter 7 & 8)	
9	Sep. 29		
10	Oct. 9	Group, Team & Communication (Chapter 9, 10 & 11) Leadership (Chapter 12)	Final Research Topic Deadline (5PM, Oct. 9)
11	Oct. 13		
12	Oct. 16	Power (Chapter 13) Conflict & negotiation (Chapter 13 & 14) * Class Activity	
13	Oct. 20	* Midterm Exam	
14	Oct. 23	Culture (Chapter 16)	
15	Oct. 27	Culture – Case Study	
16	Oct. 30	Organization Change – AI revolution (Chapter 18)	
17	Nov. 3	Final Presentation & Discussion	
18	Nov. 6		

Note:

1. We might need to reschedule our class on 10/23. Updated announcements will be posted on our WeChat group.
2. This schedule is subject to modification as necessary.