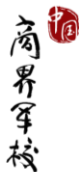




PHBS

北京大学汇丰商学院



MGT 520 Organizational Behavior First Module, 2021-2022

Course Information

Instructor: Li-Kuo Sung

Office: PHBS Building, Room 651

Phone: 86-755-2603-3627

Email: sunglikuo@phbs.pku.edu.cn

Email: sunghomework@gmail.com (document submission email)

Office Hour: Monday and Thursday, 5:30-6:30 PM, or by appointment

Classes:

Sessions: Monday and Thursday, 10:30 AM -12:20 PM

Venue: PHBS Building, Room XXX

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 the 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 capitals within organizations for future work. In order to add 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 be used to highlight issues and problems that face organizations as they create and implement policies to strategically manage their human capital.

Required

- Textbook: Robbins, S. P., & Judge, T. A. (2018). Organizational behavior, 18th Edition.

- All required and supplemental readings can be found at 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 which 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 will do my best to facilitate the learning process and create a positive learning environment, but in the end, what you gain from the class is largely determined by you and your colleagues. Therefore, every student in this class needs to be well prepared before class, actively participate in class, and diligently work on all assignments in class.

Teamwork

Learning how to collaborate with others is a crucial skill in business. In life we rarely have the opportunity to work with a perfect group; therefore, the ability of being able to integrate and interact with team members to achieve a business goal is critical. The collaboration between you and your team members will be crucial in determining the quality of your final project. I encourage you to have regular interactions with your team members, ask each other thoughtful questions and have active discussions and debates on 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	
Quiz:	15%	(Close Book)	Oct.13
Midterm exam:	25%	(Close Book)	Nov. 11
Final paper & presentation:	35%		Nov. 8 & 11

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 that 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 efforts 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 totalling 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 class work during their absences.

*Plagiarism

Written answers in a quiz or exercise provide an important mean of monitoring learning throughout the course. When these answers show that certain topics are not well understood, these topics will be reviewed in class. Students may consult with each other regarding the concepts and principles underlying the methods used. However, *written answers should represent the work of each individual student. Moreover, students must not obtain answers to homework questions from students who have previously taken this course or copy any other classmate’s answer.* Drawing from the work of current or past students is considered a violation of the honor code and carries the risk of failing the course and other appropriate sanctions. Students are also strongly encouraged to ask questions in class for discussion. These questions help us collectively address points of confusion and pursue issues that extend beyond the assigned readings.

(1) Participation & Discussion (20%)

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 & 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 other's 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. **Class attendance is required.** You should plan to attend every class and be on time for class. Participation & Discussion score for missed classes will be scored as a zero for that day. Please e-mail me if you know you are going to be absent – this will enable me to score your participation as “not present” rather than “not participating.” Finally, the quality of interactions in class will be strongly linked to your participation grade.

(2) Research Paper & Presentation (35%)

Contents

- **Topic deadline: October 13, 2021 (5PM)**
- **Final Paper Submission deadline: November 12, 2021 (9PM), NO DELAY!**
- Select an OB topic for research from the concepts and theories studied in class (from the book, or other materials and case studies handed out). Use citations from the textbook, articles and academic journals available through Pepperdine's Online Library resources, etc. to research the topic thoroughly. Your paper should make a contribution to your learning about the chosen topic beyond what you have studied in class. **Email me** the electronic version by November 12, 9PM.

Standards

- The maximum page number is 12 (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, 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?
- Use at least 6 credible research sources (at least two peer-reviewed scholarly journals and the rest can be divided between conference papers, books, or other articles). Be sure to credit all sources accurately and adequately! Use an APA format in the reference section.

Presentation requirements are as follows

- The presentation should be within 8 minutes, and then Q & A will be about 3 minutes.
- Use PPT or equivalents to demonstrate your key points.
- The content of your presentation should cover your research paper and well-structured.

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) One Short Quiz & One Midterm Exam (40%)

There will be a short quiz (10% total grade), and a midterm exam (25% total grade). Both will be the combinations of the following formats: true/false, multiple choice, short-essay answer format, and case analysis. Both will require you to apply major concepts studied in class. You will be asked to compile the theories you learned from this course and your practical experience to make meaningful and substantive inference and arguments. The midterm exam will be comprehensive of all course material covered.

Policy on Missing the Deadline

For fairness sake, we need a policy regarding missed deadlines for assignments and exams. Missing any deadline (e.g., group presentation PowerPoint, individual paper, quiz and exam sheet) will be penalized 5% for each day (10-minutes period) beyond the due date/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 XXX) 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 academic misconduct check. Misconduct check may include reproducing the assessment, providing a copy to another member of faculty, and/or communicate a copy of this assignment to the PHBS Discipline Committee. A suspected plagiarized document/assignment submitted to a plagiarism checking service may be kept in its database for future reference purpose.

Where violation is suspected, penalties will be implemented. The penalties for academic misconduct may include: deduction of honour points, a mark of zero on the assessment, a fail grade for the whole course, and reference of the matter to the Peking University Registrar.

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

3. Topics, Teaching and Assessment Schedule

Class	Date	Topic / Content	Note
1	Sep. 6	Foundation	
2	Sep. 9	Individual differences / Personality & values (C5, H5)	
3	Sep. 13		
4	Sep. 16	Perception / Decision making (C6, H4)	team member list (Sep. 19)
5	Sep. 20		
6	Sep. 23	Emotions & moods (C4, H5)	
7	Sep. 27		
8	Oct. 11	Motivation (C7, C8, H6)	Quiz 1 (Oct. 13)
9	Oct. 13		Final Research Topic Deadline (5PM, Oct. 13)
10	Oct. 14	Leadership (C12, H8)	
11	Oct. 18		
12	Oct. 21	Power / Conflict & negotiation (C13, C14, H12)	
13	Oct. 25	Culture (C16, H3, H13)	
14	Oct. 28	Culture – Case Study	
15	Nov. 1	Midterm Exam	
16	Nov. 4	Guest Speaker - TBD	
17	Nov. 8	Final Presentation & Discussion	
18	Nov. 11		

Note: This schedule may be modified as needed.