



北京大學
汇丰商学院

Peking University HSBC Business School

Course Code: MGT520

Course Name: Organizational Behavior

Module II, Academic Year: 2018-19

Course Information

Instructor: Fanmin Kong, PhD

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Office Hour: Wednesdays, 14:30 – 16:30, plus by appointment

Teaching Assistant for Session I:

Phone:

Email:

WeChat:

Teaching Assistant for Session II:

Phone:

Email:

WeChat:

TA's Office: PHBS Building, Room 213/214

TA's Office Hour: TBA

Classes:

Lectures: Session I: Monday & Thursday, 10:30 – 12:20

Session II: Monday & Thursday, 15:30 – 17:20

(Dates: Nov.15 of 2018 ~ Jan.14 of 2019)

Final Exam: Thursday January 17, 2019

Venue: PHBS Building, Room

Course Website: n/a.

Class participants will communicate and discuss course related issues via WeChat Class Groups.

Course materials will be upload onto PHBS CMS, or shared within WeChat Class Groups.

1. Course Description

1.1 Context

Course overview:

Organization Behavior is the study of human behavior in organizational settings, the interface between human behavior and the organization, and the organization itself. This course, therefore, encourages students to better understand, explain, and yet improve human behavior in organizations. Particularly, students will understand how some factors, such as individual characteristics, group processes and organizational structure, would influence work and organizational performance.

Organizational Behavior can be divided into three levels, i.e., the study of:

1. individuals in organizations (micro-level),
2. work groups (meso-level), and
3. how organizations behave (macro-level).

Prerequisites: Industrial/Organizational Psychology, Human Resources Management, Psychometrics, Statistics.

1.2 Textbooks and Reading Materials

Required Textbook:

Stephen P. Robbins and Timothy A. Judge (2017). *Organizational Behavior* (17th Edition)¹. Pearson Education. ISBN 13: 978-0-13-410398-3

Supplemental Textbook and Readings:

Jason A. Colquitt, Michael J. Wesson and Jeffery A. LePine (2018). *Organizational Behavior: Improving Performance and Commitment in the Workplace* (6th Edition). McGraw-Hill Education, ISBN-13: 9781259927669.

Harvard Business Review, <http://hbr.org>
Caixin, <https://www.caixinglobal.com/>

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.	Not required
	1.2. Students are able to professionally present their ideas and also logically explain and defend their argument.	Classroom discussion, case study, and final
2. Our graduates will be skilled in team work and leadership.	2.1. Students will be able to lead and participate in group for projects, discussion, and presentation.	Yes
	2.2. Students will be able to apply leadership theories and related skills.	Yes

¹ The 17th Edition is available on Amazon (<https://www.amazon.com/Organizational-Behavior-Student-Value-17th/dp/0134182073>).

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 the ethical aspects, provide a solution and defend it.	Yes
	3.2. Our students will practice ethics in the duration of the program.	Yes
4. Our graduates will have a global perspective.	4.1. Students will have an international exposure.	Partially through course materials and international classmates
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.	Yes
	5.2. Our students will be prepared to face problems in various business settings and find solutions.	Yes
	5.3. Our students will demonstrate competency in critical thinking.	Yes

2.2 Course specific objectives

Upon completion of this course, I hope you will:

1. Gain an overall understanding of the theories and concepts of organizational behavior at the individual, group and organizational levels.
2. Obtain the insights on the factors that influence individual, group and organizational performance.
3. Acquire a set of skills that allow you to manage and improve performance, commitment and satisfaction in organizations.

Meanwhile, you should be able to:

1. Demonstrate comprehension of key concepts and theories by actively participating in class discussions.
2. Apply analytic skills in simulated settings relating to various aspects of organizational behavior.
3. Synthesize multiple perspectives and theories of organizational behavior by writing and presenting group reports.
4. Evaluate the ability of different theories to explain organizational problems in team projects.
5. Enhance teamwork skills through group exercises.

2.3 Assessment/Grading Details

To maximize learning in this course, all participants are expected to read assigned materials before each class, attend lectures², actively participate in class activities, conduct independent share of work in and contribute substantially to the group project in case studies. Students are strongly encouraged to bring questions and thoughts to the class. The overall performance will be evaluated on the basis of individual achievement as well as the contribution to group tasks. Specifically, final grades in this course (100%) will be assigned on the basis of performance on the following items:

² For those students who have already taken OB course somewhere, with an equivalent content and an official score of 80/100, B or above, class participation requirement could be exempted. However, group works and final exam are necessary for a grade to be reported to the PHBS MA/PHD Program Office.

- (1) Class Active Participation, 20% ³
- (2) Group Work, 30%
- (3) Final (closed-book exam) 50%

Please NOTE: anyone who is not eligible to exempt from lecturing AND has missed 1/3 lectures or more will automatically “Fail” this course.

- (1) Class Active Participation (20%)⁴. Since this is a required course, all participants are supposed to show up in every class meeting. Class activities will be based on the assumption that the student read the assigned readings before each class; therefore, students should be prepared for class meetings and actively participate in discussions of assigned materials, answer questions, and make critical comments. The quality of the student’s contribution in class will determine the participation grade. Students should plan to attend every class and be on time. Regular lateness and/or leaving early will result in a diminishing participation grade. Needless to say, no show-up in the classroom shall deteriorate your participation performance evaluation in the same way, but severely.
- (2) Group Work (30%). Students will be asked to form a group of 5-7 members and work together for case studies that come along with certain chapters. Group members are expected to work on the cases together, to share their analyses with, and to response critics from, other groups.
- (3) Final (50%). The final examination contains will cover all the materials that I have delivered in class or presented in the required textbook, up to the very last day of lecturing. Therefore, I wish you fully understand those important organizational behavior concepts, classical theories and model that explain individual or collective behaviors in the workplace.

2.4 Academic Honesty and Plagiarism

It is important for a student’s effort and credit to be recognized through class assessment. Credits earned for a student work due to efforts done by others are clearly unfair. Deliberate dishonesty is considered academic misconducts, which include plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.

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 MEETING SCHEDULE:

³ This 20% weight would be equally redistributed into the following two items for lecture-exemption students.

⁴ Ibid.

(Subject to minor changes according to the process)

Week	Date	Topics	Readings	Notes
1	Nov. 15 / 2018	Course Administrative Issues, Introduction, What is Organizational Behavior?	Ch.1	
2	Nov. 19	Diversity in Organizations	Ch. 2	
	Nov. 22	Attitudes and Job Satisfaction	Ch. 3	
3	Nov. 26	Emotions and Moods	Ch. 4	
	Nov. 30	Personality and Values	Ch. 5	
4	Dec. 3	Perception and Individual Decision Making	Ch. 6	
	Dec. 6	Motivation Concepts	Ch. 7	
5	Dec. 10	Motivation: From Concepts to Applications	Ch. 8	
	Dec. 13	Foundations of Group Behavior	Ch. 9	
6	Dec. 17	Understanding Work Teams	Ch. 10	
	Dec. 20	Communications	Ch. 11	
7	Dec. 24	Leadership	Ch. 12	
	Dec. 27	Power and Politics	Ch. 13	
8	Dec. 31 / 2018	Conflict and Negotiation	Ch. 14	
	Jan. 3/2019	Foundations of Organization Structure	Ch. 15	
9	Jan. 7	Organizational Culture	Ch. 16	
	Jan. 10	Human Resource Policies and Practices	Ch. 17	
10	Jan. 14	Organizational Change and Stress Management	Ch. 18	
	Jan. 17	Final		

Note: Additional Readings related to the chapters will be announced in class and send them to you via email or WeChat. Readings handed out in class or in e-copy at least one week before the final are deemed examinable.