

Organizational Behavior - Fall 2013**Peking University HSBC Business School**

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Class Hours: Tuesdays and Fridays
1:30pm-3:20pm

Classroom: C102

Office Hours: by appointment

Teaching Assistant: Arvy Harahap

1. Course Overview

Organizational behavior is the study of how the thoughts, feelings, and behaviors of individuals affect various organizational outcomes. It emphasizes the importance of the immediate social situation and the interaction between person and situation variables. Organizational behavior is a broad, theoretical based discipline that addresses topics ranging from personality to motivation to leadership. Unlike other courses, this class is very interactive and will provide you with many opportunities to discuss the many aspects of organizational behavior.

2. Course Work and Grading

Final Exam	30%
Article Discussion	20%
Research Proposal	20%
News Presentation	20%
<u>Participation</u>	<u>10%</u>
TOTAL	100%

Final Exam (30%). The exam will each consist of 50 multiple-choice items. Study, prepare, and do well on the exam. I will NOT allow make-up exams except for verified reasons that you discuss with me **before** the date of the exam.

The exam items are a mix of basic and applied questions. That is, in some instances I will ask questions addressing basic facts about the material covered in text or lecture. More

often, I ask questions that require that you apply the material you have learned in class and from the text to new situations. These items require not only knowing the definitions of terms and meanings of theories, but also being able to use this knowledge to explain behavior in new situations that you have not seen previously. I write the exam this way for a good reason. I believe organizational behavior is extremely important in understanding and explaining behavior in organizations. Chances are you will find much of the material useful in your daily life and in jobs you have and will have. However, the material is useful only if you learn it. If you are able to apply the material you learn to new situations, then you can be confident that you have truly learned it.

Organizational Behavior is built on applying ideas. The ideas originated from scientists from around the world doing research. For this course, the ideas are more important than the people who generated the ideas. Thus, with a few exceptions, I will not require you to memorize the names of researchers or the dates that studies were conducted. The small exceptions are scientists who have made a substantial contribution to organizational behavior, so much so that their names appear frequently in the material.

Article Discussion (20%). You will be responsible for giving a research presentation on one of the assigned articles. During the first week of class, I will allow you to choose one of the articles. This will allow you and your classmates to learn about some new research in the field of organizational behavior. For each chapter, I will cover the topic and address the key research in that area. It will be up to your group to describe the assigned article to the class. In 20-30 minutes, you will need to address what the purpose of the study was, what was done in the study, what the researchers found, and how this information can be used in the real world. Then, the rest of the class period will consist of discussion pertaining to that article aimed at relating the article to the material covered in the course. Your grade will be based on how well you convey each piece of information (15%) and how well you are able to facilitate discussion (15%). You must email me the final presentation by midnight the night before you are to present. The grading rubric for the presentation is posted online.

Research Proposal (20%). You will design your own research project. You will be responsible for coming up with one testable research idea during the semester. This can be anything that you have ever wanted to know about what people do and about why people do what they do in organizations. You will need to write a paragraph summarizing what your research idea is and how you would test it. In addition, you will need to provide one figure that illustrates your expected finding. This proposal should be emailed to me by 11:59p on the last day of class (Friday, November 8). The grading rubric for this assignment is posted online.

News Presentation (20%). Organizational behavior is an applied field. To ensure you are able to apply the material covered in class to the real world, you will need to find a news piece that discusses a topic from the book. You will want to watch the news, skim through various papers, and generally keep an eye on what is going on in our country and world to see how organizational behavior applies to these issues. When you find a suitable piece, you will need to prepare a brief 5-minute presentation describing the news

(either summarize the article or show a clip) and relating it to one of the concepts from class. At the beginning of each class, you will have the opportunity to present your news.

Participation (10%). Classroom discussion represents a unique opportunity for you to develop and enhance your confidence and skill in articulating a personal position, reacting “on the spot” to new ideas, and receiving and providing critical feedback from a group of assertive and demanding colleagues. This is an opportunity that all of you are encouraged to seize. The grade assigned for your classroom contribution is a careful assessment of the value of your input to the classroom learning. Emphasis will be placed on both the quantity and quality of contribution. Therefore, you must record and turn in to me your classroom contribution(s) each class before you leave.

In-class participation is so important for this class that it has been given a 10% weight towards your final grade. Notice however that participating entails something more than simply “talking”. A valuable contribution should meet some of the following criteria:

- It provides a new idea, a new piece of information or a new perspective on the problem under study
- It synthesizes ideas presented previously, underlying possible relations, consistencies or inconsistencies among them
- It questions the validity of the underlying assumptions
- It raises new questions that might in turn raise other new ideas
- It contributes to the maintenance of group dynamics, establishing a thought-provoking atmosphere, or resolving possible conflicts among other participants
- It shows that the person has listened to and tried to understand other people’s contributions

3. Course Materials

Text:

Robbins, S. P., & Judge, T. A. (2012). *Organizational Behavior* (15th ed.). Upper Saddle River, NJ: Prentice Hall. (ISBN: 9780132834872).

Reading Assignments

Every class, we will cover one chapter from the textbook. I recommend that you read each chapter before we discuss it in class. The chapters are easy to read and do not take very long to complete. The purpose of lectures is to amplify, explain, demonstrate, and refine the content of the textbook. These objectives are difficult to attain if you are exposed to a topic for the first time during lecture. Your abilities to discover those areas which you do not clearly understand, to ask meaningful questions, to contribute to discussion, and to incorporate new knowledge into what you already know are entirely founded on reading the chapters before the lectures.

We will also discuss an article that relates to the material covered in the chapter. The articles are relatively short and should not take long to read. Your ability to benefit from

these classes depends on discussing the articles and relating them to lectures. This is impossible without first reading the article prior to class.

Assigned Articles:

- Chapter 3: Li, N., Liang, J., & Crant, J. M. (2012). The role of proactive personality in job satisfaction and organizational citizenship behavior: A relational perspective. *Journal of Applied Psychology, 95*(2), 395-404.
- Chapter 4: George, J. M., & Zhou, J. (2002). Understanding when bad moods foster creativity and good ones don't: The role of context and clarity of feelings. *Journal of Applied Psychology, 87*(4), 687-697.
- Chapter 5: Erez, A., & Judge, T. A. (2001). Relationship of core self-evaluations to goal setting, motivation, and performance. *Journal of Applied Psychology, 86*, 1270-1279.
- Chapter 6: Yun, S., Takeuchi, R., & Liu, W. (2007). Employee self-enhancement motives and job performance behaviors: Investigating the moderating effects of employee role ambiguity and managerial perceptions of employee commitment. *Journal of Applied Psychology, 92*(3), 745-756.
- Chapters 7 & 8: Judge, T. A., Jackson, C., Shaw, J. C., Scott, B. A., & Rich, B. L. (2007). Self-efficacy and work-related performance: The integral role of individual differences. *Journal of Applied Psychology, 92*, 107-127.
- Chapter 9: Beal, D. J., Cohen, R. R., Burke, M. J., & McLendon, C. L. (2003). Cohesion and performance in groups: A meta-analytic clarification of construct relations. *Journal of Applied Psychology, 88*, 989-1004.
- Chapter 10: Chen, G., Sharma, P. N., Edinger, S. K., Shapiro, D. L., Farh, J. L. (2011). Motivating and demotivating forces in teams: Cross-level influences of empowering leadership and relationship conflict. *Journal of Applied Psychology, 96*, 541-557.
- Chapter 11: Colquitt, J. A., Hollenbeck, J. R., Ilgen, D. R., LePine, J. A., & Sheppard, L. (2002). Computer-assisted communication and team decision-making performance: The moderating effect of openness to experience. *Journal of Applied Psychology, 87*, 402-410.
- Chapter 12: Schaubroeck, J., Lam, S. S. K., & Cha, S. E. (2007). Embracing transformational leadership: Team values and the impact of leader behavior on team performance. *Journal of Applied Psychology, 92*, 1020-1030.
- Chapter 13: Turnley, W. H., & Bolino, M. C. (2001). Achieving desired images while avoiding undesired images: Exploring the role of self-monitoring in impression management. *Journal of Applied Psychology, 86*, 351-360.
- Chapter 14: Gelfand, M. J., Gunia, B. C., Huang, T., Brett, J., Imai, L., & Hsu, B. (2003). Toward a culture-by-context perspective on negotiation: Negotiating teams in the united states and taiwan. *Journal of Applied Psychology, 98*(3), 504-513.
- Chapter 15: Ambrose, M. L., & Schminke, M. (2003). Organization structure as a moderator of the relationship between procedural justice, interactional justice, perceived organizational support, and supervisory trust. *Journal of Applied Psychology, 88*(2), 295-305.

- Chapter 16: Kammeyer-Mueller, J. D., & Wanberg, C. R. (2003). Unwrapping the organizational entry process: Disentangling multiple antecedents and their pathways to adjustment. *Journal of Applied Psychology*, 88, 779-794.
- Chapter 17: Fan, J., Dingguo, G., Carroll, S. A., Lopez, F. J., Tian, T. S., & Meng, H. (2012). Testing the efficacy of a new procedure for reducing faking on personality tests within selection contexts. *Journal of Applied Psychology*, 97(4), 866-880.
- Chapter 18: LePine, J. A., LePine, M. A., & Jackson, C. L. (2004). Challenge and hindrance stress: Relationships with exhaustion, motivation to learn, and learning performance. *Journal of Applied Psychology*, 89(5), 883-891.

4. Class Schedule or Topics Covered*

Date	Day	Topic	Readings
September 3	Tuesday	Syllabus Review Chapter 1: What Is Organizational Behavior?	Syllabus & Chapter 1
September 6	Friday	Chapter 2: Diversity in Organizations	Chapter 2
September 10	Tuesday	Chapter 3: Attitudes and Job Satisfaction <i>Li, Liang, & Crant, 2012</i>	Chapter 3
September 13	Friday	Chapter 4: Emotions and Moods <i>George & Zhou, 2002</i>	Chapter 4
September 17	Tuesday	Chapter 5: Personality and Values <i>Erez & Judge, 2001</i>	Chapter 5
September 20	Friday	Chapter 6: Perception and Individual Decision Making <i>Yun, Takeuchi, & Liu, 2007</i>	Chapter 6
September 24	Tuesday	Chapter 7: Motivation Concepts Chapter 8: Motivation: From Concepts to Applications <i>Judge, Jackson, Shaw, Scott, & Rich, 2007</i>	Chapters 7 & 8
September 27	Friday	Chapter 9: Foundations of Group Behavior <i>Beal, Cohen, Burke, & McLendon, 2003</i>	Chapter 9
October 8	Tuesday	Chapter 10: Understanding Work Teams <i>Chen et al., 2011</i>	Chapter 10
October 11	Friday	Chapter 11: Communication <i>Colquitt, Hollenbeck, Ilgen, LePine, & Sheppard, 2002</i>	Chapter 11
October 15	Tuesday	Chapter 12: Leadership <i>Schaubroeck et al., 2007</i>	Chapter 12

October 18	Friday	Chapter 13: Power and Politics <i>Turnley & Bolino, 2001</i>	Chapter 13
October 22	Tuesday	Chapter 14: Conflict and Negotiation <i>Gelfand et al., 2013</i>	Chapter 14
October 25	Friday	Chapter 15: Foundations of Organization Structure <i>Ambrose & Schminke, 2003</i>	Chapter 15
October 29	Tuesday	Chapter 16: Organizational Culture <i>Kammeyer-Mueller & Wanberg, 2003</i>	Chapter 16
November 1	Friday	Chapter 17: Human Resource Policies and Practices <i>Fan et al., 2012</i>	Chapter 17
November 4	Tuesday	Chapter 18: Organizational Change and Stress Management <i>LePine, LePine, & Jackson, 2004</i>	Chapter 18
November 8	Friday	OB in the News	None
November 11 or 12	Monday / Tuesday	Final Exam	All