

**HSBC Business School, Peking University**  
**Organizational Behavior**  
**(3 credits)**

Module II, Fall 2014 (11/13/2014 - 01/16/2015)  
Tuesday/Friday, 10:30 – 12:20 Room 403  
Office Hour: Tuesday/Friday, 13:30 – 14:30

Instructor: Prof. REN Ting, PhD  
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**Required Textbook**

Jason A. Colquitt, Jeffery A. LePine and Michael J. Wesson (2011). *Organizational Behavior: Improving Performance and Commitment in the Workplace (International 2<sup>nd</sup> Edition)*. McGraw-Hill Irwin.

**Supplemental Textbook**

Stephen P. Robbins and Timothy A. Judge (2013). *Organizational Behavior (Global 15<sup>th</sup> Edition)*. Pearson Education.

**Course Description**

Organizational behavior is a field of study that seeks to understand, explain, and improve human behavior in organizations. Primary focus is put on achieving two aspects of organizational goals: (1) job performance - the degree to which individuals perform the behaviors needed for the organization to achieve its goals; and (2) organizational commitment - the degree to which employees remain loyal to the organization instead of withdrawing from their work. This course will guide you through a model that seeks to explain these two areas of organizational behavior. Particularly, in this course students will gain the understanding of main factors composing individual characteristics, affecting individual relationship in the workplace, and relating to work and organizational performance. Students will also gain understanding of how individuals interact with each other through group dynamics and leadership, and how organizational mechanisms such as structure and culture interact with the individuals and the groups.

**Course Goals and Outcomes**

Upon completion of this course, you will:

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

You should be able to:

- Demonstrate comprehension of key concepts and theories by actively participating in class discussions.

- Apply analytic skills in simulated settings relating to various aspects of organizational behavior.
- Synthesize multiple perspectives and theories of organizational behavior by writing and presenting group reports.
- Evaluate the ability of different theories to explain organizational problems in team projects.
- Enhance teamwork skills through group exercises.

### **Course Structure and Requirements**

To maximize learning in this course, students are expected to read assigned materials before each class, attend lectures, actively participate in class activities, conduct independent share of work in and contribute substantially to the group project. 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:

<b>(1) Class Participation</b>	<b>40%</b>
<b>(2) Team Project and Final Presentation</b>	<b>60%</b>

**(1) Class Participation (40%).** Class activities will be based on the assumption that the student is familiar with the materials presented in the textbook; therefore, students should be prepared for class and active participation in discussions of assigned materials. 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 absences or lateness will result in a participation grade of zero.

**(2) Team Project (60%).** The theme of the team projects is “organizational behavior in the financial sector.” Students will be asked to form a team of 4-5 members and work together for the project throughout the module. The assignment is to select a real financial organization that will serve as a point of reference for the materials we read and discuss in class, and analyze in depth the managerial topic assigned in the context of that particular organization. The financial organization can be a commercial bank, a mutual fund, an investment bank, a venture capital or private equity firm, etc. Each team will report twice the assignment to the class: the proposal will be presented in class, and the final presentation will be made during the last three class sessions.

The presentation and the written report of the team project should include, but not limited to, the following items:

- 1) Brief introduction of the company and the business.
- 2) Introduction of the managerial issue and why it’s important.
- 3) Use theories and models introduced in class to analyze the issue raised in your case and apply appropriate solutions to resolve the conflict.
- 4) Focus your analysis on the questions raised in the case.
- 5) Use materials outside of the textbook to support and facilitate your analysis.

Teams should prepare for a formal PowerPoint presentation for their final report. The written report should be turned in to the instructor by Sunday, January 4<sup>th</sup>, 2015 through email. The

written report should be approximately 8 – 10 pages in length, excluding exhibits and attachments, with 12-point font and one-inch margins. Handouts are not required for the presentation.

Each student’s evaluation of the team assignment is divided into three parts: presentation (25%), written report (25%), and group member evaluation (10%).

***Class Schedule***

•*Schedule subject to minor changes*

<b>Date</b>	<b>Day</b>	<b>Topic</b>	<b>Assigned Readings</b> <i>To be read prior to the session</i>	<b>Assignment</b>
11/14	F	Course introduction, syllabus review, introduction to the field of organizational behavior	Chapter 1	
<i>Organizational Goals</i>				
11/18	T	Job performance	Chapter 2	
11/21	F	Organizational commitment	Chapter 3	
11/25	T	Team project preparation		<i>Report to the TA the list of members and the team organizer.</i>  <i>TA assigns team project topics.</i>  <i>Teams discuss project preparation.</i>
<i>Individual Characteristics</i>				
11/28	F	Personality and values	Chapter 9	<i>Team Project Report (2 teams, 10 min. each team):</i> <i>1. Job Performance</i> <i>2. Organizational Commitment</i>
12/02	T	Ability and emotion	Chapter 10	<i>Team Project Report (2 teams, 10 min. each team):</i> <i>1. Personality and Values</i> <i>2. Cognitive and Emotional Ability</i>
<i>Individual Mechanisms</i>				
12/05	F	Job satisfaction	Chapter 4	<i>Team Project Report (2 teams, 10 min. each team):</i> <i>1. Job Satisfaction</i> <i>2. Stress Management</i>
12/09	T	Work-related stress and stress management	Chapter 5	<i>Team Project Report (2 teams, 10 min. each team):</i> <i>1. Motivation</i> <i>2. Trust and Justice</i>
12/12	F	Motivation in the workplace	Chapter 6	<i>Team Project Report (2 teams, 10 min. each team):</i>

				1. Ethics 2. Learning and Decision-Making
12/16	T	Trust, justice and ethics	Chapter 7	Team Project Report (2 teams, 10 min. each team): 1. Team Building 2. Leadership
12/19	F	Learning and decision making	Chapter 8	Team Project Report (2 teams, 10 min. each team): 1. Organizational Structure 2. Organizational Culture
<i>Group Mechanisms</i>				
12/23	T	Team characteristics and processes	Chapter 11-12	
12/26	F	Leadership	Chapter 13-14	
<i>Organizational Mechanisms</i>				
12/30	T	Organizational structure	Chapter 15	
01/02	F	Organizational culture	Chapter 16	
01/06	T	Team Project Presentation 1		20 min. for each team
01/09	F	Team Project Presentation 2		20 min. for each team
01/13	T	Team Project Presentation 3		20 min. for each team
		Course wrap-up		

## Other Course Policies

### *Scholastic Dishonesty*

Scholastic dishonesty means plagiarizing; 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. Scholastic dishonesty is a major offense for students. Scholastic dishonesty or plagiarism in any form or in any portion of a student's work may warrant a grade of Fail for the course and notification of a student's departmental advisor. Students are encouraged to discuss with the professor any questions or concerns they may have regarding scholastic dishonesty.

### *Diversity*

It is the policy of the School that respect for diversity is evident in and out of the classroom. To be able to enjoy our learning experience, we need to be very careful with the use of language. When writing your papers or presenting your project, please make sure to use appropriate language. An inappropriate language example is the language that you don't want to hear from someone else. Appropriate language observes inclusiveness. Language inclusiveness refers to the use of language that assumes equality of gender and the equal importance of members of all cultural groups. Gender inclusiveness means that usage such as "he" and "man" as generic references to humanity or people in general, are not appropriate. While avoiding such use is

sometimes awkward, or may differ from your writing habits, it is possible to do so. Therefore, I suggest that you use plurals (e.g., “workers...they,” rather than “worker...he”), some combination of pronouns (e.g., (s)he, s/he, he/she or alternative words (e.g., “people” rather than “mankind”). Cultural inclusiveness, on the other hand, means that classroom work will not assume that class members come from the same cultural group. Respect for the diversity of the class and the multicultural world in which we operate is expected.