



MMS475K

ORGANIZATIONAL BEHAVIOR

Spring 2017

<u>Class Meeting Time:</u>	1-3pm, TTh
<u>Class Meeting Place:</u>	DKUA 3101
<u>Academic Credit:</u>	1 course
<u>Areas of Knowledge:</u>	SS (Social Sciences) recommended
<u>Modes of Inquiry:</u>	CCI (Cross-cultural Inquiry) recommended
<u>Course format:</u>	lectures, case analyses, hands-on projects, presentations, interactive group discussions

Instructor's Information

Dr. Frank Long
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Prerequisite(s), if applicable

No prerequisites

Course Description

The course delivers academic and professional knowledge of Organizational Behavior (OB). Using both inductive and deductive methods, it approaches organizational processes at individual, group and organization levels respectively. To develop students' holistic knowledge in the field, it establishes an interdisciplinary framework within which subject matters are examined and concepts are reviewed from perspectives of organization, management, sociology, economics, anthropology and social psychology.

(1) The course analyzes individual behaviors such as workplace adaptation, job satisfaction, organizational learning and behavioral modeling, self-actualization and motivation, role perceptions, positive/negative reinforcement, workplace emotion, values and ethics, and work-related stress, etc. It also looks into changes in today's occupation, labor market and the nature of work, and their impacts on people. While helping students develop a holistic understanding of individuals as social constructs, the course introduces coping strategies and skills with which they can effectively advance themselves in today's organization.

(2) The course examines group behaviors as social and organizational constructs rather than a simple composite of activities of separate individuals. The subjects covered include interpersonal relationship, inter-group coordination, groupthink, group conflict, perceptual errors and their sociological and socio-psychological causes, socially constructed stereotypes, prejudices and discrimination, etc. The course also introduces teamwork, taskforce concepts and skills, and their functions. To integrate this part of the study with (1), the course exposes how group as a social force can also impact individuals' motivation, learning, values and ethics, and regulate or change their behaviors.

(3) The course explores issues of organization including leadership, communication, motivation, staffing, organizational culture and synergy, power and politics, conflict and negotiation, structure and design, and organizational development, and change. The social-economic-cultural-political forces and their impacts on organization are examined, such as diversity at workplace, social attribution and categorization, demographic changes, division of labor, changes in the mainstream culture, equity/equality issues at workplace, government functions, changing economic structure and globalization, etc. The course also introduces strategies and methods that organizations develop by factoring impacts of these forces into the equation of today's organizational processes. While revealing similarities of these processes, the course examines some distinctions by comparing private and public, large and small, and domestic and international organizations.

Through a variety of hands-on exercises, the course helps students gain comprehensive knowledge of OB, develop capabilities of analyzing and solving problems, and become effective in achieving their individual goals in any organization process which they are a part of.

Course Goals / Objectives

Specifically, students at the end of the term are expected to:

- Establish a knowledge base with theories and concepts in the field of OB, and be able to engage in both academic and practitioner's analysis of important subject matters;
- develop academic understandings (vs. their common senses) of contemporary organizations, behavioral patterns, and their impacts on individuals and groups;
- become capable of identifying social forces that interact with today's organizations;
- develop a holistic and multicultural mindset towards issues of today's organization and people socializing in it;
- acquire a skill set of problem-diagnosis and problem-solving in various organizational settings;
- increase their ability of using effective methods to accomplish organizational tasks, goals, and to tackle issues commonly faced.

The goals of this course will be aligned with specific teaching-learning exercises, measurements, and outcomes. Rubrics for measurement of assignments will be provided so that students understand how their work is evaluated in line with the above objectives.

Required Text(s)/Resources

- 1) Organizational Behavior, 7th ed., by Steven L. McShane and Mary Ann Von Glinow. 2014. McGraw-Hill.
- 2) Harvard Business School Organizational Behavior Cases. 2015. Additional recent examples as they become available.

Additional Materials

- (1) Cases to be studied and analyzed will be provided by the instructor
- (2) Other readings of OB and management journals and periodicals assigned by the instructor
- (3) Major websites that will help students conduct case analyses and final projects

Course Requirements / Key Evidences

This course requires student activities in and out of class. A combination of classroom methods (lecture and group discussions) with additional approaches will build up students' professional knowledge and skills.

(1) Reading: Students' intensive reading constitutes an important part of the course requirements. It includes assigned chapters, cases, and selected journal publications. A major purpose of tests/exams executed, case analyses conducted, and projects undertaken in this class is to examine the outcomes of students' reading efforts.

(2) Case Analysis: Students will be assigned selected cases, and each group prepares a case report out of class. This training enhances a student's ability to apply disciplinary concepts to analyzing practical issues and subject matters in the field of OB. It also serves as a teamwork exercise, an experiment of organizational processes, and an experience of group interactions. The rubric will be provided for group members to evaluate each other's participation and teamwork effectiveness. This evaluation will be a reference for instructor's final grading.

(3) Final Project: Each student group conducts a comprehensive research project on a topic of OB, and students are required to demonstrate effective applications of knowledge, concepts and methods learned in this class. This assignment together with the case analysis develop students' hands-on capabilities as management professionals. The rubric will be provided for teamwork evaluations.

(4) Documentaries: The class uses real-case documentaries (similar to case studies but in video form and usually depicting brief episodes) to illustrate concepts and theories of OB, and to familiarize students with problems and issues that often pose challenges to organizations and management. Class discussions are held and written assignments given following these documentary shows.

(5) In-class exercises: Students are given topic-related cases, and each groups engages in discussions and analysis around related OB issues, diagnoses problems and develops solution plans.

(6) Presentations: Working group make presentations for the case assigned and final project conducted. The project presentation will be videotaped and professional etiquettes are required. While examining knowledge students have learned, this training helps improve their skills of communication by engaging them in on-spot question-and-answer training following each presentation.

(7) Quizzes: Two quizzes are used to evaluate students' mastery of knowledge and concepts learned in this class. Each covers certain designated chapters and readings. They serve as a means to check on students' reading comprehension and class participation too. Some questions are also designed to solicit students' critical thinking and integrative application of OB knowledge and concepts.

(8) Class Participation: The class uses a variety of interactive approaches to engage students in class participation. Besides a spontaneous questions-and-answers format, there will be case analysis, project presentations and subject matter discussions that become measurement for one's class participation. The outcome of these activities is assessed in a comparative manner. Only those who actively participate in activities will get full credits.

(9) Class Attendance: Students are required to attend all classes. Absence without pre-arrangement will lead to point deduction. While absences are granted for dealing with emergency situations (only), anyone who has more than 2 misses will have his/her final grade lowered accordingly. More than 3 will result in the failure of this class.

Technology Considerations, if applicable

The class needs web accesses to selected journals, and electronic device for documentaries.

Assessment Information / Grading Procedures

The final grade is determined by the total points that students accumulate throughout the term. Students are required to take exams, make presentations, and turn in assignments on time. No make-up exam or a delay of work submission will be granted unless one contacts the instructor in advance with accepted reasons. Points are assigned as follows and the letter grade will be given in accordance with the percentage of students' cumulatives against the total points.

<i>Items of Performance</i>	<i>Points Assigned</i>
Final Project (Detailed requirements will be given in class.)	150 (33%)
2 Quizzes (50 points each; Study guides will be	100 (22%)

given in class.)	
1 Case Study Report and Presentation (Detailed requirements will be given in class.)	100 (22%)
Class Attendance and Participation	100 (22%)
Total	450

Diversity and Intercultural Learning (see Principles of DKU Liberal Arts Education)

The course addresses diversity and intercultural learning (D&IL) not only as a social issue but also as a fundamental principle for today's organization and management. ***A large part of the course is devoted to intensive studies of the organizational issues of diversity whose social-economic-cultural-demographic attributes are different from those on which the traditional OB or management theories, understandings and tenets were established.*** Based on this "warm-up," the class will discuss issues of perceptual judgment and errors, race and ethnicity, gender and age, interpersonal and group conflicts, stereotypes and biases, ethnocentrism and discrimination, etc. The education demonstrates that an effective management of these diversity issues, or the lack thereof, will generate significant impacts on organization/management issues of synergy, cohesion, reinforcement, workplace emotion, group conflict, communication, violence at workplace, teamwork and motivation, etc.

Instead of treating D&IL as part of contingency issue of organization, the course approaches it as a prerequisite for management/organization success today. Therefore, the awareness that this course tries to enhance is not about tolerance or acceptance of the different. Rather it is about respecting, appreciating, embracing and promoting diversity as a strength and a competitive advantage for today's organization. Whether in case studies or project undertakings, students are expected to demonstrate their comprehensive understanding of D&IL. In other words, they are trained in the direction of becoming most constructive, productive and effective organizational members, manager and forces with corresponding D&IL skills and outlooks.

Course Policies and Guidelines

1. The instructor will go through the syllabus and explain every part of the course requirements and expectations for students.
2. There is no dress code for attending the class except for making case or project presentations.
3. Cell phone use in any form is not permitted during class.
4. Being late for the class is discouraged but "being on time" should not override personal safety.
5. Students are encouraged to answer or raise questions, and to take part in free discussions actively. However, constant private conversations that divert other students attention or distract instructor's teaching is not allowed.

6. The instructor offers Office Hours to students, to deal with their study-related problems, issues or requests.
7. Each student is bound by the **ACADEMIC HONESTY STANDARD** of DKU. Its Community Standard states: "Duke Kunshan University is a community composed of individuals of diverse cultures and backgrounds. We are dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Members of this community commit to reflect upon and uphold these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity." Violations of the DKU academic honesty standard will not be tolerated. Cheating, lying, falsification or plagiarism in any form will be considered as an inexcusable behavior and will result in zero points for the activity.
8. **ACCOMMODATIONS FOR STUDENT'S WITH LEARNING DISABILITIES (LD):** A student with LD or any other form of disability will be helped, accommodated accordingly, and treated equally and specially. Specific services for learning, in accordance with the nature of disability, can be provided in a pre-arranged manner. If requiring special learning accommodation, a student must first register with the Dean of Students' Office, and submit the Office documentation to the instructor at the beginning of the term so that accommodations can be arranged. DKU is committed to providing needed conditions to assist students with LDs in their coursework.
9. Videotaping or any form of electronic recording of this class is not allowed.

Tentative Course Outline or Schedule

Tentative Class Schedule for MMS 475K Organizational Behavior
Specific case studies will be aligned with topics on a class-by-class basis.

Week/ Class	Coverage	Reading/work Assignment	Assignment due
Week 1 Class 1	Introduction to basic concepts; What Is Organization? What is OB? Why is it important?	Chapter 1; working groups set up	
Week 1 Class 2	Individual Behavior, Personality and Value; Perceptions in Organization	Chapter 2 & 3 case study assignment	
Week 2 Class 1	Diversity, Workplace Stereotypes And Prejudice; Workplace Emotion and Stress Management	Chapter 3 & 4	
Week 2 Class 2	Motivation Systems in Organization Applied Motivation (limited)	Chapter 4 & 5	
Week 3 Class 1	Team Dynamics	Chapter 5 & 8	<i>CaseStudy Report due</i>
Week 3 Class 2	<i>Case presentations</i>		

Week 4 Class 1	<i>Quiz One (A study guide will be provided)</i> Communication in Organization	Chapter 9	
Week 4 Class 2	Communication in Organization Leadership in Organization	Chapter 9 & 12 Assignment of Final Project Topics	<i>Case presentations</i>
Week 5 Class 1	Leadership in Organization; Power and Influence	Chapter 12 & 10	<i>Case presentations</i> <i>Final Project Outline</i> <i>Due</i>
Week 5 Class 2	Power and Influence; Organizational Conflict & Negotiation	Chapter 10 & 11	
Week 6 Class 1	Organizational Conflict & Negotiation; Organizational Culture and Synergy	Chapter 11 & 14	
Week 6 Class 2	Organizational Culture and Synergy; Organizational Change and Development	Chapter 14 & 15	
Week 7 Class 1	<i>Quiz Two (A study guide will be provided.)</i> <i>Final Project Presentation</i>		<i>Final Project Due</i>
Week 7 Class 2	<i>Final Project Presentation (Cont.)</i>		

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