Institute of International Management  
RA4/304  
Organizational Behavior  
Spring 2011

The Institute of International Management is dedicated to providing a quality teaching and research environment to provide students with a broad, integrated knowledge of management in preparation for successful careers in business, government or academia.

General Program Learning Goals (goals covered by this course are indicated):

- x 1 Graduate students should be able to communicate effectively verbally and in writing.
- x 2 Graduate students should solve strategic problems with a creative and innovative approach.
- x 3 Graduate students should demonstrate leadership skills demanded of a person in authority.
- x 4 Graduate students should possess a global economic and management perspective.
- x 5 Graduate students should possess the necessary skills and values demanded of a true professional.

Course Time: 2:10pm-5:00pm, Wed. (Core, 3 Credits)  
Office hours: 12:00pm-3:00pm, Tuesday (by appointment)  
Classroom: 62401  
** You are very welcome to contact me whenever you think I can be of assistance.  
Instructor/Facilitator: Hao-Chieh Lin, PhD  
Course TA: None  
Email address: linhjtw@mail.ncku.edu.tw  
TA’s email: nun_naruk@hotmail.com

Prerequisite: NA

Course Description

Organizational behavior (OB) concerns the human side of business management. It focuses on human behaviors in the organizational contexts. The course will discuss human issues at the individual, dyadic, group, and firm levels as ways to increase participants’ human skills and management potentials. Class sessions will center on lectures and issue/case discussions, but will include self-reflections, exercises, activities, and videos as well. Participants’ active engagements are highly encouraged and expected.

Course Objectives

The objectives of this course expects to provide participants with--

1. A framework for understanding organizational and managerial problems. OB provides a knowledge base of theories and concepts that help to understand individual, group and organizational processes and their relationships with performance.
2. Diagnostic skills. This involves applying OB knowledge to problem diagnosis and developing action plans.
3. Self-knowledge and understanding of individual differences. This includes increased self-understanding and appreciation of diversity and applying these to enhance personal, group, and organizational excellence.
4. Reflective thinking skills. This involves contemplative thought on OB topics to encourage critical thinking and recognition of OB’s relevance in the “real world.”
5. Team skills. This involves acquiring an understanding of group dynamics and experience in managing both task and maintenance functions in a team.

**Note:** In light of learning effectiveness, all the content below is subject to change.

**Course Requirements**

1. **Participation and Engagement**
   - Please come to class on time. If you do not come, please inform TA and/or professor in advance.
   - The course has great interactive elements. I will ask questions and seek responses all the way. I believe that it's our collective efforts that can make the class successful. I also believe it's “we” not “I” can maximize the learning effectiveness. Therefore, I hope we together build a community in the class in which participants appreciate and learn from each other.
   - People learn best when they are active (not passive). Your active participation is essential to this class. Participation is more than just attending class and asking an occasional question. Full participation consists of refraining from inappropriate use of one’s laptop (e.g., web surfing, instant messaging, reading e-mail, doing assignments for other classes), demonstrating that you are prepared for each class, listening carefully, asking thoughtful questions that help you and your peers learn, responding respectfully to peers, and engaging productively in all class cases/exercises etc.
   - Studying textbook and readings before class is highly recommended. I will present textbook material and elaborate its business implications. However, I may not be able to cover all the material in the textbook during course lecture. Your study prior to the class will be much helpful for participation and learning effectiveness. You are very welcome to discuss with me for all the course-related issues.
   - Assessments, exercises, or learning logs will be assigned based on the course needs.

2. **Open book term exam.**
   - The exam will be held on May 25th. You can bring any written documents with you. However, please turn off your electronic devices (e.g., laptop, cell phone etc.) during the exam. The primary sources of exam questions include PPT slides, textbook chapters (TBD), and concepts highlighted in the class.

3. **Group-based case presentation/discussion and write-up**
   - Participants are expected to form several groups (basically, 3 in a group). Group members are expected to be as diverse as possible.
   - Each group is expected to lead ONE case discussion. Additional points will be added to groups who volunteer to lead a second case (if any). The cases will be assigned to groups on a lottery basis. The designated group is required to present with PPT and, most importantly, lead the discussion (So, questions should be carefully designed), which should last about 40-50 minutes in total. It is highly encouraged to use creative approach (e.g., debate, role-play, video…) and find additional material to support your discussion.
   - Each group needs to discuss every case before a class. Every group needs to finish a one-page write-up for each of the assigned cases, listed below. The write-up should present an overall comment and summary of the case.
The write-up and the PPT need to be uploaded to the MOODLE system by 6:00pm, Tuesday. Late submission will significantly affect the final score of every group member. All of presentation material (including revised PPT) should be submitted after the class.

Every group member should contribute equally to the group. Your final grade in this area will also be based on peer review of your team members.

4. Group-based term project

The term paper can be conducted based on the following directions:

◆ **A real short case:** Following the writing style of the cases that we use in the class. You can find a recent business incident (e.g., talent competition between Google and Facebook; Toyota’s quality crises), describe the background and its impact, and design a few questions for discussions. Typically, a good case is just like a story which needs to have a significant “action trigger (critical issue/decision)” or an interesting “tension.” Each case should give careful & thoughtful consideration to one of the issues, ideas, and concepts discussed in class.

◆ **A fake short case:** Except the hypothetical situations, the others are same as above.

◆ **A persuasive paper (using the evidence to persuade somebody else):** Your group prepares a short persuasive paper in which you attempt to convince your (hypothetical or real) manager/boss to take a particular action related to an organizational behavior topic. Sample topics include: why team-based rewards should be used instead of individual rewards, or why workplace diversity requires a change in the way the company socializes newcomers. Note that many bosses may have little professional management training and even less knowledge of social science. Therefore, it’s your duty to present evidence-based advantages and disadvantages of your arguments.

◆ **Comments on an existing case (less preferred yet acceptable):** Your group also can find an existing case and present your comments. Be alert of the copyright issue when you want to do so.

◆ **Others:** You can discuss with me if you are interested in doing other topics or issues relevant to our course.

◆ **NOTE:** The paper needs to design discussion questions and put at the end of the text! The case, paper, comments, or other reports need to be ORIGINAL. Plagiarism will be totally failed. Please also include reference list in the paper.

The paper should be about 8-10 pages (12 point font, double space, Times New Roman). Each group should use the paper to lead a 20-minute discussion. Every group should present comments (appreciate and criticize) to its prior group’s paper (e.g., group 2 comments group 1). The comments include: significance of the topic, clarity of the issue, quality of PPT slides, case-leading (asking-responding) style, and peer participation. Oral comments need to be presented on spot while written comments (1-2 pages) need to be uploaded to the MOODLE system in a week (after the presentation).

Each group needs to decide its topic and formally inform of TA by May 4th. However, I encourage you to select it as early as possible. Once a real event was chosen, the other groups need to change their targets.
Every group member should contribute equally to the group. Your final grade in this area will also be based on peer review of your team members.

The term paper and the PPT need to be uploaded to the MOODLE system by 5:00, June 29th.

Grading Policy

1. Class attendance, participation, and contribution (20%)
2. Open book term exam. (35%)
3. Group case presentation and write-up (20%)
4. Group term project (25%)

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<th>Participation/contribution 20%</th>
<th>Term exam 35%</th>
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<td>Management Skills</td>
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Textbook


- Please respect for the copyrights

References


- Wright, T. A., & Quick, J. C. 2009. The role of positive-based research in building the science of

- Additional readings will be assigned to PhD students.

**Course Content/Schedule**

**Week-1 (2/23) Course Introduction: What is Organizational Behavior? Why Study it?**
- Robbins & Judge (2011), *Chapter 1*

**Week-2 (3/2) Diversity in Organizations/Foundations of Individual Behavior**
- Robbins & Judge (2011), *Chapter 2*

**Week-3 (3/9) Attitudes and Job Satisfaction**
- Robbins & Judge (2011), *Chapter 3*
- Case 1

**Week-4 (3/16) Emotions/Moods and Personality/Values**
- Robbins & Judge (2011), *Chapter 4 & 5*
- Case 2

**Week-5 (3/23) Perception and Individual Decision Making**
- Robbins & Judge (2011), *Chapter 6*
- Case 3

**Week-6 (3/30) Motivation (I)**
- Robbins & Judge (2011), *Chapter 7*
- Case 4

**Week-7 (4/6) Spring break**

**Week-8 (4/13) Motivation (II)**
- Robbins & Judge (2011), *Chapter 8*
- Case 5

**Week-9 (4/20) Team Dynamics**
- Robbins & Judge (2011), *Chapter 9 & 10*
- Case 6

**Week-10 (4/27) Communication**
- Robbins & Judge (2011), *Chapter 11*
- Case 7

**Week-11 (5/4) Invited Guest Speech/Business Visit**
- Speaker: TBD
- *The selection of Term Project topic is due today*
Week-12 (5/11) Leadership
◆ Robbins & Judge (2011), Chapter 12
◆ Case 8

Week-13 (5/18) Power, Conflict, and Negotiation
◆ Robbins & Judge (2011), Chapter 13 & 14
◆ Case 9

Week-14 (5/25) Open-book Term Exam

Week-15 (6/1) Organizational Structure and Culture
◆ Robbins & Judge (2011), Chapter 15 & 16

Week-16 (6/8) Talent and Change Management
◆ Robbins & Judge (2011), Chapter 17 & 18
◆ Case 11

Week-17 (6/15) Term Paper Presentation and Discussion

Week-18 (6/22) Term Paper Presentation and Discussion

Week-19 (6/29) No class
◆ Term Project submission (written paper and PPT; upload to MOODLE system) is due by 5:00pm.

Other Policies

1. This course adopts a policy of zero tolerance for ethical misconduct.

2. Write-up and Grading
   ◆ The 1-page case write-ups must be typed (not hand-written) and be submitted with a cover page including the names and student IDs of group members.
   ◆ Write-up (and PPT) is due exactly at the prescribed time. No late submission is accepted.
   ◆ Any questions or complaints regarding the grading must be raised within one week after the score is made available (not when you pick it up).
   ◆ All write-ups should be original.

3. Attendance
   (1) You must display your name tag in front of the desk for discussion purpose.
   (2) You have to sign the attendance sheet when entering the classroom. If you sign for other participants or do not sign on the attendance sheet, you will be regarded as "being absent" no matter what evidence you provide to TA or me afterwards.
   (3) If you come in class late or leave early, your attendance may count as a half of the day.
   (4) There is no need for you to ask for apology when you are absent from class.
   (5) Participant leave (whether casual or sick leave) exceed one third (1/3) of the total course hours in a semester.
4. Penalty for cheating

Plagiarism will be extremely severe. Use your best judgment. If you are not sure of certain criteria or issues, please consult with me. Standard academic honesty procedure will be followed, and active cheating and/or plagiarism will automatically result in FAIL in the final grade.

5. You are expected to come to every class with full preparation and responsible for everything discussed in class. Be alert of your attendance and participation counts. You may receive a zero for absence from or lack of participation.

6. No incomplete grade under nearly all situations unless one have sound reason and documented evidence. A student who receives an incomplete grade must have completed or passed a significant portion of the course.

7. Pay very careful attention to your e-mail correspondence. It reflects your communication skills. Non-standard English such as "how r u?" in your e-mail message should be avoided. In addition, I recommend you put the class number and a brief summary of your question in your e-mail subject.

For example, "Subject: RA-19/RA-319; A question on mid-term exam."

8. I will immediately discard ANY anonymous e-mails.

9. The ringing, beeping, buzzing of cell phones and/or watches during class time is extremely rude and disruptive to your fellow students and to the class flow. Please turn all cell phones and watches off or into silent mode prior to the start of class.

10. For any disability accommodations needed for the course, please notify me during the first week of the semester.