1. *This mission of the College* is to serve business and society in the global economy through developing professionally qualified and socially responsible business leaders as well as through advancing the frontiers of knowledge in business management.

2. *The strategic objective of the Institute of International Management* is to cultivate future business leaders with professional knowledge, communication and leadership skills while enhancing their ethical global vision in a multicultural environment.

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

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<tr>
<td>x 1</td>
<td>Graduate students should be able to appreciate business research and to present research findings/results effectively in speaking and in writing.</td>
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<td>x 2</td>
<td>Graduate students should be to integrate different functional areas in solving business problems.</td>
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<td>x 3</td>
<td>Graduate students should be able to analyze business situations and to recommend innovative resolutions.</td>
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<td>Graduate students should be able to demonstrate leadership skills of a business manager.</td>
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<tr>
<td>x 4</td>
<td>Graduate students should be able to identify ethical dilemmas and to determine necessary courses of action.</td>
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<td>Graduate students should possess a global economic perspective and a vision of the global business environment.</td>
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<tr>
<td>x 5</td>
<td>Graduate students should be able to coordinate actions and solve problems jointly with other members of a professional team.</td>
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**Caveat**

All students are very welcome to join this class. I promise I will fully engage in the course and do my best to deliver my profession and share my business and academic experiences with everyone. I also appreciate different or "crazy" ideas. Moreover, I will be happy to assist in whatever questions or problems you might have in your learning process or daily life. However, if you have one of the following three situations, you are highly advised NOT to take this course.

1. You need to leave early in almost every class.
2. You want to "dialogue with your laptop" only.
3. You do not want to appreciate "stupid" or "naïve" ideas of your classmates.

**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, group, and organization levels as ways to increase participants’ human skills and management potentials. Class sessions will center on issue/case discussions and lectures, 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 advancements 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 social functions in a team.

Note: In light of learning effectiveness, all the contents below are subject to change.

Course Requirements

1. Participation and Engagement
   - Please come to class on time. If you cannot come, please inform TA and professor in advance.
   - The course has great interactive elements. I will ask critical issues/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” that can maximize the learning effectiveness. Therefore, I hope we can become “learning partners” and form a “learning community” in which participants appreciate and learn from each other (NOTE: You can contribute to the community even with a “stupid” question. So, be bold and confident. You truly can do it even though you have no such a habit).
   - 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 cell phone/laptop/tablet (e.g., web surfing, instant messaging, reading e-mail, doing assignments of other classes), demonstrating that you are well-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 some textbook material and elaborate its personal/business implications. However, course lecture is not able to cover all textbook material. Your study prior to the class will be helpful for your participation and learning effectiveness. You are very welcome to discuss with me whenever you have any questions.
   - Assessments, exercises, or learning logs may be assigned along with course needs.

   - The exam will be held on May 6th. You can bring any written documents with you. You also can use electronic devices including laptop and tablet PC during the exam. But, you should turn off the internet. You
cannot use cell phone as well. The exam questions will be from PPT slides, textbook chapters, and concepts highlighted or discussed in the class.

3. Group-based case presentation/discussion and write-up
   - Participants are expected to form several groups. 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 a case 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 for a group to apply creative approach (e.g., video, role-play, debate ...) and to find additional material to support the discussion.
   - Each group is expected to discuss every case before a class. Every group needs to submit a write-up (1-2 pages) for each of the assigned cases, listed below. The write-up should summarize the case and answer the key question.

<table>
<thead>
<tr>
<th>Group number</th>
<th>Case number for write-up</th>
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<tbody>
<tr>
<td>Odd</td>
<td>Case 1, 3, 5, 7, 9</td>
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<tr>
<td>Even</td>
<td>Case 2, 4, 6, 8, 10</td>
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* Due to copyright issue, I cannot distribute the cases for you. But, you can download all the HBR cases from the following database in NCKU library: Business Source Complete [EBSCOhost]
* The leading groups do not have to submit write-ups for the case they present.
* Additional points will be added to groups who do additional write-up.

- The write-up and the PPT need to be uploaded to the MOODLE system by 5:00pm, Sunday. Late submission will significantly affect the final score of every group member. All presentation material (including revised PPT and ancillaries) should be submitted after the class.
- Every group member should contribute equally to the group. Your final grade in this area will be based on peer review of your team members.

4. Group-based term project: A real short case
   - Following the writing style of the cases that we use in the class, a group can explore core issues of a business incident (e.g., talent competition between Google and Facebook) or a specific company (e.g., Rovio-the Angry Bird Co.). Basically, a good case needs to have a clear "action trigger (issue/decision)" and significant "tension" such as dilemma, conflicts, struggle, or ethical concerns. Every case should be related with the issues, ideas, and concepts that we discuss in class.
   - The case should be about 10-12 pages (12-point font, double space, Times New Roman; reference excluded). The case needs to design discussion questions and put at the end of the text!
   - Every group should present its case and lead a discussion. Every group will be commented (appreciate and criticize) by its next group (e.g., Group *2 comments on Group *1) and all participants. The comments will include: significance of the topic, clarity of the issue, quality of PPT slides, case-leading (asking-responding) style, and peer participation. The quality of the presentation will be graded by all participants.
Every group should decide its topic and formally inform of TA by April 29th. However, I encourage you to select it as early as possible. Once an issue is chosen, other groups need to change their issues or targets.

The case or paper needs to be ORIGINAL. Plagiarism will be totally failed. Please include reference list in the paper.

Every group member should contribute equally to the group. Your final grade in this area will 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 24th.

Grading Policy

1. Attendance, participation, and contribution (25%)
2. Open book midterm-exam. (25%)
3. Group case presentation, write-up, and other group assignments (25%)
4. Group term-project presentation and written report (25%)

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<thead>
<tr>
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<th>Attendance, participation, &amp; contribution 25%</th>
<th>Midterm exam 25%</th>
<th>Group case presentation/write-up/assignments 25%</th>
<th>Group term-project presentation and written report 25%</th>
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<td>COMMU</td>
<td>☑ Speaking</td>
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<td>☑ Writing</td>
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<td>☑ Inter-disciplinary Competence/Problem Solving</td>
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<td>☑ Critical Thinking/Innovation</td>
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<td>☑ Ethic Reasoning</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 (2/18)** Course Introduction: What is Organizational Behavior? Why Study it?
- Robbins & Judge (2013), Chapter 1

**Week-2 (2/25)** Diversity in Organizations/Foundations of Individual Behavior
- Robbins & Judge (2013), Chapter 2

**Week-3 (3/4)** Attitudes and Job Satisfaction
- Robbins & Judge (2013), Chapter 3

**Week-4 (3/11)** Emotions/Moods and Personality/Values
- Robbins & Judge (2013), Chapter 4 & 5

**Week-5 (3/18)** Values
- Robbins & Judge (2013), Chapter 5
- Film Show: Departures (送行者: 禮儀師的最後樂章; 2009 Oscar Academy Award for best Foreign Language Film)

**Week-6 (3/25)** Perception and Individual Decision Making
- Robbins & Judge (2013), Chapter 6

**Week-7 (4/1)** Spring break (No class)

**Week-8 (4/8)** Motivation (I)
- Robbins & Judge (2013), Chapter 7

**Week-9 (4/15)** Motivation (II)
- Robbins & Judge (2013), Chapter 8
Week-10 (4/22) Invited Guest Speech
  - Topic: TBD
  - Speaker: TBD

Week-11 (4/29) Team Dynamics
  - Robbins & Judge (2013), Chapter 9 & 10
  - Term project topic should be submitted no later today

Week-12 (5/6) Open book Midterm-exam

Week-13 (5/13) Communication
  - Robbins & Judge (2013), Chapter 11

Week-14 (5/20) Leadership, Power, Conflict, and Negotiation
  - Robbins & Judge (2013), Chapter 12, 13, & 14

Week-15 (5/27) Organizational Structure and Culture
  - Robbins & Judge (2013), Chapter 15 & 16

Week-16 (6/3) Talent and Change Management
  - Robbins & Judge (2013), Chapter 17 & 18

Week-17 (6/10) Term Paper Presentation and Discussion

Week-18 (6/17) Term Paper Presentation and Discussion

Week-19 (6/24) No classes
  - Term project submission (written report, PPT, and ancillaries; 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 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 or just nil.

(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 will automatically result in FAIL in the final grade.

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: RA61300; 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.