

《Organizational Behavior》 Course Syllabus

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| Course Chinese Title: 组织行为学 | Course Category (Compulsory/ Elective): Elective | |
| Course English Title: Organizational Behavior | | |
| Total Hours/ Hours Per Week/ Credit(s): 32/2/2 | Lab Practice/ Practical Hours: 4 hours | |
| Prerequisites: 《Principles of Management》 | | |
| Follow-up course: 《Management of Transnational Corporations》 | | |
| Time: 10:25-12:00, Tuesday, 1-16 week | Classroom: 3202 Guancheng campus | |
| Class: 2022 International Finance (International Business Industry-University International Program) | | |
| College: School of Economics and Management | | |
| Instructor Name/ Academic Title: Peng, Fan (PhD) /Lecturer | | |
| Office Hour: 14:30-17:30, Thursday/ Friday; Room 2303, Guancheng Campus | | |
| Course Assessment Method: Open book test () Close book test () Report (✓) Other () | | |
| Required Textbook: 《组织行为学》马工程版,高等教育出版社, 2019 年版 | | |
| Supplementary Materials: Robbins, S. P., & Judge, T. A. (2017). Organizational Behavior, 17th edition. China Renmin University Press. ISBN: 9787300275284. | | |
| Course Description: This course is an introduction to the basic concepts and topics in the management field. The course focuses on three levels, which are named individual, group, and organizational. Drawing from various subject areas, the course will exhibit an integrated framework from individual motivation and behavior to team dynamics to organizational structure. By providing a deep understanding of individual behavior in organizational settings, this course can help us develop cognitive talents to conduct effective management. | | |
| Course Learning Objectives and its supporting on the requirement for graduation: | | |
| Course Learning Objectives | Measurements on Requirement for Graduation | Requirement for Graduation |

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| CO1: Identify essential concepts and theories in organizational behavior field. | 1.1 Students shall have basic theoretical knowledge and professionalism of Humanities and Social Science. | 1. Students shall master the knowledge required by Applied Economics systemically. |
| CO2: Identity the methods of data collection in organizational behavior field. | 2.1 Students shall have abilities to collect and sort out business data materials. | 2. Students shall be able to analyze problems with using quantitative and information technology (IT) tools. |
| CO3: Demonstrate academic integrity when learning about organizational behavior. | 4.1 Students shall be able to understand moral norms and identify ethical and unethical behaviors. | 4. Students shall observe the basic moral principles and provide the humanistic cares. |
| CO4: Apply theoretical knowledge to solving practical problems in the workplace. | 5.1 Students shall have strong critical thinking skills and be able to identify problems, distill the crucial points and propose appropriate solutions. | 5. Students shall have innovative consciousness and the ability to apply innovative spirit to solve diversified business problems. |

Lecturing Plan

| Week | Topic | Instructor | Hours | Contents (Key point、Difficulty、Ideological and Political Learning) | Instructional Mode | Activities Blended/ Offline | Assignment | Supported Measurements |
|------|----------------------------|------------|-------|--|--------------------|-----------------------------|------------------------|------------------------|
| 1 | Introduction | Peng, FAN | 2 | Key points: Introduction of OB Difficulties: Interpersonal skills | Lecture | Offline | None | CO1 |
| 2 | Diversity in Organizations | Peng, FAN | 2 | Key points: Workplace diversity Difficulties: How to create an inclusive organization Ideological and political learning 1: Introduce the present situation of the current employment of the disabled people in China, | Lecture | Offline | IPL Assignment1 | CO2 |

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| | | | | analyzes on the factors restraining the employment of the disabled people, and advances some suggestions on promoting the equal employment of the disabled people. Invite students to discuss how to build a harmonious society which is helpful to the development of disabled people. | | | | |
| 3 | Attitudes and Job Satisfaction | Peng, FAN | 2 | Key points: Attitudes and job satisfaction Difficulties: The impact of job satisfaction on employee's behavior | Lecture | Offline | None | CO1 |
| 5 | Emotions and Moods | Peng, FAN | 2 | Key points: Emotions and emotional labors Difficulties: Emotion regulation | Lecture | Offline | None | CO1 |
| 6 | Personality and Values | Peng, FAN | 2 | Key points: Big five personality traits Difficulties: Compare Hofstede's fivevalue dimensions | Lecture | Offline | None | CO1 |
| 7 | Perception and Decision Making | Peng, FAN | 2 | Key points: Types of decision-making biases Difficulty: Antecedents of decision making | Lecture | Offline | None | CO1 |
| 8 | Motivation: Concepts | Peng, FAN | 2 | Key points: Theories of motivation Difficulties: Contemporary theories of motivation | Lecture | Offline | None | CO1 |

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| 9 | Motivation: From Concepts to Applications | Peng, FAN | 2 | Key points: Personal development and workplace motivation Difficulties: Using intrinsic rewards to motivate employees | Lecture | Offline | None | CO4 |
| 10 | Foundations of Group Behavior | Peng, FAN | 2 | Key points: Functions of group Difficulties: Group decision Making | Lecture | Offline | None | CO1 |
| 11 | Understanding Work Teams | Peng, FAN | 2 | Key points: Types of teams Difficulties: Creating effective teams Ideological and political learning 2: Review the content of 《Journey to the West》 with the classmates and analyze the characteristics of team members. Emphasize the importance of team members' personality characteristics, work values and communication in achieving team goals by reviewing the classic scene of the novel | Lecture | Offline | Presentation materials collection | CO1 |
| 13 | Communication | Peng, FAN | 2 | Key points: International migration Difficulties: HR implications for migration | Lecture | Offline | Assignment3 | CO1 |
| 14 | Leadership | Peng, FAN | 2 | Key points: Theoretical background of leadership Difficulties: Contemporary theories of leadership Ideological and political learning 3: Introduce the characteristics of leaders (e.g., Song Jiang) in 《Water Margin》 and analyze why the organization has been terminated. During this process, students will be asked to | Lecture | Offline | None | CO1 |

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| | | | | summarize the importance of leaders in organizational strategy, organizational decision making and management activities. | | | | |
| 15 | Power and Politics | Peng, FAN | 2 | Key points: Bases of power Difficulties: Political skills | Lecture | Offline | None | CO1 |
| 16 | Conflict and Negotiation | Peng, FAN | 2 | Key points: Conflict types Difficulties: Effective negotiation | Lecture | Offline | Final report | CO1 |
| Total | | | 28 | | | | | |

Practice Plan

| Week | Topic | Instructor | Hours | Contents (Key point, Difficulty, Ideological and Political Learning) | Practice Type (Verified / Integrated / Designed) | Activities | Supported Measurements |
|------|-------------------------------------|------------|-------|---|--|--|------------------------|
| 4 | Survey & questionnaire introduction | Peng, FAN | 2 | Key points: Understand S&Q method Difficulties: Selection of questionnaire scales Ideological and political learning 4: Introduce the scenario of an international medical equipment manufacturing company, this case aims to prompt students to delve deeply into the process of accurately interpreting statistical data. | Integrated | Group discussion Assignment2 | CO2 |

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| | | | | It encourages them to grasp the concepts of statistical significance and potential errors, all while factoring in ethical responsibility and the well-being of patients. Through the analysis of this case, students will come to recognize the vital role that statistics play in the realms of decision-making and ethical assessment. | | | |
| 12 | Decent work | Peng, FAN | 2 | Key points: decent work in China Difficulties: Promote decent work in the workplace | Integrated | Presentation | CO4 |
| Total | | | 4 | | | | |

Grading

| Course Learning Objectives | Supported Measurements | Assessments and Grading Percentage (%) | | | | | | |
|----------------------------|------------------------|--|-------------|-------------|-------------|--------------|--------------|----|
| | | Participation | Assignment1 | Assignment2 | Assignment3 | Presentation | Final Report | |
| CO1 | 1.1 | 10 | 10 | 0 | 5 | 5 | 25 | 55 |
| CO2 | 2.1 | 0 | 0 | 10 | 0 | 0 | 0 | 10 |
| CO3 | 4.1 | 0 | 0 | 0 | 0 | 0 | 10 | 10 |

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|-------|-----|----|----|----|----|----|----|-----|
| CO4 | 5.1 | 0 | 0 | 0 | 5 | 5 | 15 | 25 |
| Total | | 10 | 10 | 10 | 10 | 10 | 50 | 100 |

Note: 1) According to Article 12 of the Examination Management Regulations of Dongguan University of Technology, students who are absent from class for three times (or a total of six class hours) shall not be eligible to participate in the final assessment of this course. 2) The assessment criteria for each component are outlined in the attached document. 3) Zero tolerance for plagiarism.

Syllabus Submission Date: 2023.8.21

School Reviewal: Agree

Signature:

陈海东

Date: 2023.8.26

Appendix: Grading Criteria Rubrics

Participation Grading Criteria

| Observation Points | Grading Criteria | | | |
|--|--|--|---|---|
| | <i>A(100)</i> | <i>B(80)</i> | <i>C(60)</i> | <i>D(0)</i> |
| Utilize theoretical knowledge to participate in classroom interaction. CO1: 1.0 | Participate in classroom interaction five times. | Participate in classroom interaction four times. | Participate in classroom interaction three times. | Participate in classroom interaction less than three times. |

Assignment 1 Grading Criteria

| Observation Points | Grading Criteria | | | |
|--|--|--|---|----------------|
| | <i>A(100-90)</i> | <i>B(89-80)</i> | <i>C(79-60)</i> | <i>D(0)</i> |
| Understand the importance of diversity and inclusion management. CO1: 1.0 | Clearly describe the issues of workforce diversity and provide profound management insights. | Clearly describe the issues of workforce diversity and provide a certain level of management insights. | Broadly describe the issues of workforce diversity and provide a simple discussion. | Not submitted. |

Assignment 2 Grading Criteria

| Observation Points | Grading Criteria | | | |
|---|----------------------------------|----------------------------------|-----------------------------------|--|
| | <i>A(100)</i> | <i>B(80)</i> | <i>C(60)</i> | <i>D(0)</i> |
| Collect articles on decent work in the past decade. CO2: 1.0 | Collect five SSCI indexed paper. | Collect four SSCI indexed paper. | Collect three SSCI indexed paper. | Less than three papers are collected/ not submitted. |

Assignment 3 Grading Criteria

| Observation Points | Grading Criteria | | | |
|---|--|---|---|---|
| | <i>A(100-90)</i> | <i>B(89-80)</i> | <i>C(79-60)</i> | <i>D(59-0)</i> |
| Identify and understand relevant theoretical knowledge. CO1: 0.5 | Clearly describe the characteristics of Gen Z using survey data. | Describe the main characteristics of Gen Z. | Moderately describe the characteristics of Gen Z. | Fail to describe the characteristics of Gen Z. |
| Apply theoretical knowledge to solving practical problems in the workplace. CO4: 0.5 | Fully discuss the solutions for managing Gen Z. | Discuss the solutions for managing Gen Z. | Provide a simple discussion. | Fail to discuss the solutions for managing Gen Z. |

Presentation Grading Criteria

| Observation Points | Grading Criteria | | | |
|--|---|--|---|--|
| | <i>A(100-90)</i> | <i>B(89-80)</i> | <i>C(79-60)</i> | <i>D(59-0)</i> |
| Identify and understand relevant theoretical knowledge. CO1: 0.5 | Clearly describe the concept of decent work and the challenges of decent work in China. | Describe the concept of decent work and decent work in China using limited evidence. | Moderately describe the concept of decent work. | Fail to describe the concept of decent work. |
| Apply theoretical knowledge to solving practical problems. CO4: 0.5 | Provide profound management insights and exhibit a high level of feasibility. | Provide profound management insights and demonstrate a certain level of feasibility. | Provide a simple discussion. | Lack logical coherence. |

Final Report Grading Criteria

| Observation Points | Grading Criteria | | | |
|---|---|--|--|---|
| | <i>A(100-90)</i> | <i>B(89-80)</i> | <i>C(79-60)</i> | <i>D(59-0)</i> |
| Identify and understand relevant theoretical knowledge. CO1: 0.5 | Clearly describe the characteristics of different generations as well as the challenges and opportunities of age diversity. | Describe the characteristics of different generations, as well as the challenges and opportunities of age diversity, using limited evidence. | Broadly describe the characteristics of different generations and the challenges and opportunities of age diversity. | Fail to describe the different generations and the challenges and opportunities of age diversity. |

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| Master the conventions of writing an academic report. CO3: 0.2 | Thoroughly meet academic paper writing and formatting standards. | Meet academic paper writing and formatting standards. | Essentially meet academic paper writing and formatting standards. | Fail to meet academic paper writing and formatting standards. |
| Propose problem-solving approaches. CO4: 0.3 | Provide profound management insights and exhibit a high level of feasibility. | Provide profound management insights and demonstrate a certain level of feasibility. | Provide a simple discussion. | Lack logical coherence. |