# Organizational Behavior with a Focus on Asia

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## Course Outline

Regardless of the size and purpose of an organization and the technology involved, employees are the common denominator for the organization's survival and success, which highlights the importance of understanding workplace behavior. This course covers several concepts that are fundamental to understanding the elements of workplace behavior and its importance to organizational outcomes. It provides students with essential techniques and processes designed to improve organizational effectiveness, with a focus on Asian environments.

## Course Objectives

At the end of the course, students should be able to:

- Explain the fundamental concepts underlying organizational behavior
- Analyze approaches to organizational behavior with a focus on the Asian perspective
- Demonstrate managerial skills to appreciate organizational behavior concepts via group work.

## Class Schedule

| Session | Topic | Activity / Assessment / Submission |
|---|---|---|
| 1 | Course Introduction | Course preview<br>Profile submission<br>Team formation (four teams) |
| 2 | Topic 1:<br>Introduction to the field of organizational behavior | Reading: Chapter 1<br>(pp. 4-10, 22-29) |
| 3 | Topic 2:<br>Individual differences: Personality and values | Reading: Chapter 2<br>(pp. 46-60, 64-67) |
| 4 | Topic 2:<br>Individual differences: Personality and values | Assessment: Debate<br>(Team 1 & Team 2) |
| 5 | Topic 3:<br>Perceiving ourselves and others in organization | Reading: Chapter 3<br>(pp. 82-104) |
| 6 | Topic 3:<br>Perceiving ourselves and others in organization | Class discussion<br>Self-reflective paper due |
| 7 | Topic 4:<br>Workplace emotions, attitudes, and stress | Reading: Chapter 4<br>(pp. 122-146) |

| Session | Topic | Activity / Assessment / Submission |
|---|---|---|
| 8 | Topic 4:<br>Workplace emotions, attitudes, and stress | Assessment: Debate<br>(Team 3 & Team 4) |
| 9 | Collaborative learning session 1 | Icebreaking |
| 10 | Guidance session | Guidance on group work 1 |
| 11 | Topic 5:<br>Foundations of employee motivation | Reading: Chapter 5<br>(pp. 164-175) |
| 12 | Topic 5:<br>Foundations of employee motivation | Reading: Chapter 5 (pp. 176-189),<br>Chapter 6 (pp. 219-225) |
| 13 | Mid-term exam review | Mid-term review:<br>Chapter 1, 2, 3 & 4 |
| 14 | Mid-term exam | Assessment: Mid-term exam |
| 15 | Guidance session | Guidance on group work 2 |
| 16 | Topic 6: Team dynamics | Reading: Chapter 8<br>(pp. 286-313) |
| 17 | Topic 6: Team dynamics | Class discussion<br>Case study due |
| 18 | Topic 7: Conflict in the workplace | Reading: Chapter 11<br>(pp. 402-418) |
| 19 | Topic 7: Conflict in the workplace | Class discussion |
| 20 | Topic 8:<br>Leadership in organizational settings | Reading: Chapter 12<br>(pp. 446-465) |
| 21 | Topic 8:<br>Leadership in organizational settings | Guest speaker 1 |
| 22 | Topic 9: Organizational change | Reading: Chapter 15<br>(pp. 544-554, 563) |
| 23 | Topic 9: Organizational change | Guest speaker 2 |
| 24 | Collaborative learning session 2 | Assessment: Group work 1<br>(Team 1 & Team 2) |
| 25 | Collaborative learning session 3 | Assessment: Group work 1<br>(Team 3 & Team 4) |
| 26 | Group presentation | Assessment: Group work 2 (Team 1) |
| 27 | Group presentation | Assessment: Group work 2 (Team 2) |
| 28 | Group presentation | Assessment: Group work 2 (Team 3) |
| 29 | Group presentation | Assessment: Group work 2 (Team 4) |
| 30 | Course wrap-up and review | Final exam review:<br>Chapter 5, 8, 11, 12 & 15 |

** This syllabus is subject to change. Proper notifications will be given upon any revision. **

**Main Textbook**

Organizational Behavior: Emerging Knowledge, Global Reality, Steven L. McShane and Mary Ann Von Glinow (2021), McGraw-Hill Education.

**Learning Assessments**

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|---|---|
| Individual work (debate): | 10% |
| Individual work (case study): | 10% |
| Individual work (self-reflective paper): | 10% |
| Group work: | 40% |
| Mid-term exam: | 10% |
| Final exam: | 20% |

*Individual work (debate)*
Students will debate a topic that is related to the course and determined by the instructor. This is a group activity, but students are assessed individually. Throughout the debate, students are expected to explain the important aspects of organizational behavioral concepts through good communication and reasoning skills.

*Individual work (case study)*
The case study gauges students' comprehension of analyzing issues and approaches to organizational behavior with a focus on the Asian perspective. It allows students to develop logical thinking skills, which are critical for careers in business. One case study will be assigned, with a weight of 10%.

*Individual work (self-reflective paper)*
The self-reflective paper is a form of writing assessment in which the students examine a personal experience or situation through self-reflection. Students are required to write a two-page, self-reflective paper on a topic assigned by the instructor and discuss how the topic is related to their experience through specific details and anecdotes. Students should make a case for how the experience has stimulated their personal growth.

*Group work*
The group work facilitates the development of skills in diagnosing certain events and behavioral processes that occur in organizations and teaches students how, as future organizational managers, they can best affect the behavior of subordinates and other managers. The group work will be demonstrated through two assessments that will be equally weighted (20% each): (1) a group activity related to the collaborative learning session, and (2) a group exercise involving the analysis of an organization, the findings of which will be delivered via a group presentation. Although a team grade will be given, peer evaluation will be used to assess the performance of individuals on the team.

** Instructional notes for each of the assessments that clarify the expectations and criteria will be communicated during class sessions. **

**Additional information**

*Guest Speakers*
The two guest speakers will deliberate on issues relating to leadership in organization, organizational change, and change management from an Asian perspective.

*Collaborative Learning Session*
The session involves a virtual interaction with a group of students from an Asian university. Students will have the opportunity to exchange knowledge and ideas related to the course topics via a combination of discussion and presentation activities. Remote work is a rapidly expanding practice in organizations and has resulted in a corresponding rise in remote teams. Students will be able to leverage the session to develop interpersonal competencies in communicating and coordinating work efforts with counterparts who are geographically dispersed and culturally diverse. Most importantly, this collaborative learning session is designed to support a productive and stimulating classroom learning environment.

*Class expectations*
It is essential to prepare for class by reading the assigned materials. Each student is expected to be an active participant and to make meaningful contributions to class discussions. Constructive criticism and discussions are welcome, but these must always be conducted and addressed in an appropriate manner. Regular attendance at all class sessions is expected. Additionally, students are responsible for ensuring that all assessments are turned in on time and that the contents submitted are authentic (no attempts at plagiarism, cheating, etc.).