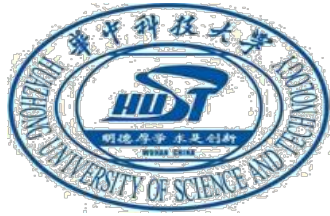


**HUAZHONG UNIVERSITY OF SCIENCE & TECHNOLOGY  
SCHOOL OF MANAGEMENT**



**MGMT ORGANIZATIONAL BEHAVIOR  
FALL, 2014**

Meeting Time: Week1-5; Mon : 2:30-6:00 pm  
Location: Room 121  
Instructor: Pengcheng Zhang, PhD  
Office hours: Wed : 2: 30-4:30pm or by appointment; Room 607  
Email: [zhangpch@126.com](mailto:zhangpch@126.com)  
Phone: 1399 5689 170(Cell)

**Introduction**

This course deals with human behavior in a variety of organizations. Conceptual frameworks, case discussions, and skill-oriented activities are applied to each topic. Topics include communications, motivation, group dynamics, leadership, power, the influence of technology, and organizational design and development. Class sessions and assignments are intended to help participants acquire the skills that managers need to improve organizational relationships and performance.

**Course Goals and Objectives:**

General Goal: to study and understand the relationship of individual and group behavior to the organization/workplace environment.

Objectives include to:

- Study the major topics within the field of organizational behavior
- Review the prominent theories that are employed to understand, study, and change behavior in work settings
- Engage in problem solving situations that apply organizational concepts to identify and resolve problems in the workplace, and build critical thinking skills
- Study the role of groups/teams in organizations
- Apply course concepts to real life situations with simulations and role play
- Explore and discuss variables such as motivation and power and their relationship to work behavior
- Evaluate the influence of technology in the organization

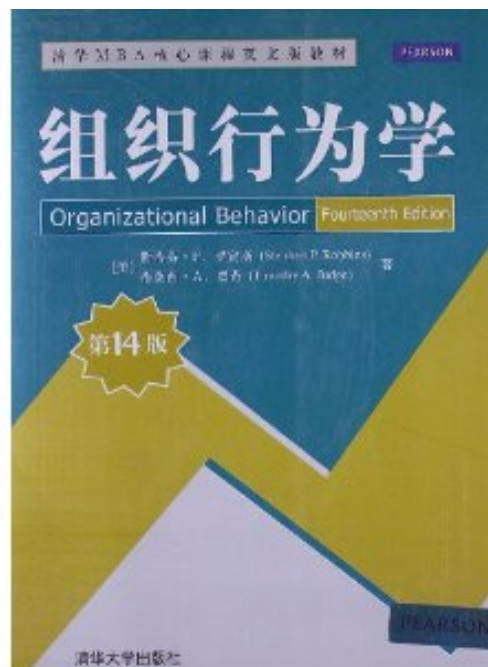
- Develop insight into the importance of diversity and cross cultural factors in the domestic and international workplaces
- Discuss the effects of both emotional and environmental stressors and how leaders cope effectively with these challenges
- Examine the nature of change in organizations and explore strategies for successful change

### Required reading:

#### Textbooks:

Stephen P. Robbins, Timothy A. Judge, 2012, Organizational Behavior, 14 edition, Prentice Hall

(美) 罗宾斯、(美) 贾奇, 2012, 《组织行为学》, 清华大学出版社, (Photocopied English version (14edition) published in Mainland China).



#### Optional:

Stephen P. Robbins, Timothy A. Judge, 2009, Essentials of Organizational Behavior (10 edition), Prentice Hall

#### Others:

Materials such as lecture notes, handouts, cases, and exercises etc. may be delivered to you in class or by email.

### Course Grade

The final grade takes account of the following components:

- (1) Class presentation and discussions: 20%

People: 2 persons for each team

Topic: there are 11 topics and each team might choose one of them (see weekly schedules as below).

Function: Although everyone is expected to have read the required textbook material, the session leader is encourage to have also collected additional material on the topic, including video, cases, recent news report, games, etc., as long as it benefits class understanding and participation in this class.

Language: English is preferred.

Time: 20 minutes (extending is allowed if really necessary)

(2) In-class discussion: 30%

There are two kinds of materials to discuss in class: cases and articles.

People: 4 persons for each team is required

For case discussion, all groups will provide PPT

For article discussion, a wide range of research topics are selected and participants will try to deal with the following general questions in relation to the specific topic(s) under discussion:

- What do the research studies tell us about this OB issue?
- To what extent do the studies represent 'good' research?
- What are the managerial implications of the research?
- What are the research needs in this field?

Function: As a session leader, your role will be to lead the class through a productive discussion. This could entail taking responsibility for the overall topic of this chapter.

(3) Reading Assignments 20%

You should choose at least one article each time and submit 2 pages of summary accordingly.

(4) Term paper: 30%

Requirements will be available later.

### Weekly Schedules

Day	Week	Date	Topic/Reading	In-class discussion	Assignments
1	1	09-01	Course introduction: What is organizational behavior? Diversity in organization Chapter 1, 2	Syllabus Review, Discussion of course requirements	Reading summary 1
2	1	09-03	T1-Attitudes and Job Satisfaction T2-Personality and Values R:Chapter 3,5	Presentation for T1, T2 Case study: Gen Y in workforce	
3	2	09-10	T3-Perception and Individual Decision Making T4-Emotions and Moods Chapter 4,6	Presentation for T3,T4 Paper discussion	Reading summary 2
4	3	09--15	T5-Motivation Concepts T6-Motivation: From Concepts to Applications Chapter7, 8	Presentation for T5,T6 Case study: Bonus in bad times	
5	3	09-17	T7-Foundations of Group Behavior ; T8-Understanding Work Teams Chapter 9, 10	Presentation for T7,T8 Paper discussion	Reading summary 3
6	4	09-22	T9-Communication; T10-Leadership Chapter 11,12	Presentation for T9,T10 Case study: star performer	
7	4	09-24	T11-Power and Politics T12-Conflict and Negotiation Chapter 13,14	Presentation for T11,12 Paper discussion	Reading summary 4
8	5	09-29	T13-Foundations of Organization Structure T14-Organizational Culture Chapter 15,16	Presentation for T13 Case study: cultural clash	

## **Reading Assignments**

### **Day 1**

Heath, C., & Sitkin, S. (2000). Big-B versus Big-O: An examination into what is distinctly organizational about organizational behavior. *Journal of Organizational Behavior*, 22 (1): 1-16.

Johns, G. (2006). The essential impact of context on organizational behavior. *Academy of Management Review*, 31: 386-408.

### **Day 2**

Davis-Blake, A. and Pfeffer, J. (1989). Just a mirage: The search for dispositional effects in organizational research. *Academy of Management Review*, 14: 385-400.

Judge, T.A., Hurst, C., & Simon, L.S. (2009). Does it pay to be smart, attractive, or confident (or all three?) Relationships among general mental ability, physical attractiveness, core self-evaluations, and income. *Journal of Applied Psychology*, 94, 742-755.

### **Day 3**

Staw, B. M., & Barsade, S. G. (1993). Affect and managerial performance: A test of the sadder-but-wiser vs. happier-and-smarter hypotheses. *Administrative Science Quarterly*, 38: 304-331.

Barsade, S. G. (2002). The ripple effect: Emotional contagion and its influence on group behavior. *Administrative Science Quarterly*, 47: 644-675.

### **Day 4**

Steers, R. M., Mowday, R. T., Shapiro, D. L. (2004). The future of work motivation theory. *Academy of Management Review*, 29(3), 379-387.

Grant, A. M. (2008). Does intrinsic motivation fuel the prosocial fire? Motivational synergy in predicting persistence, performance, and productivity. *Journal of Applied Psychology*, 93, 48-58.

### **Day 5**

Anderson, C., Ames, D.R., Gosling, S.D. (2008). Punishing hubris: The perils of overestimating one's status in a group. *Personality and Social Psychology Bulletin*, 34: 90-101.

Ratner, R. and Miller, D. (2001). The norm of self-interest and its effects on social action. *Journal of Personality and Social Psychology*, 81: 5-16.

### **Day 6**

Lord, R.E., Brown, D. J., & Freiberg, S. J. (1999). Understanding the dynamics of leadership: The role of follower self-concepts in the leader/follower relationship. *Organizational Behavior and Human Decision Processes*, 78, 167-203.

Bennett J. Tepper, Sherry E. Moss, Daniel E. Lockhart, Jon C. Carr. (2007). Abusive supervision, upward maintenance communication, and subordinates' psychological distress. *Academy of Management Journal*, 50, (5): 1169–1180

### **Day 7**

Lee, F., & Tiedens, L. (2001). Is it lonely at the top? The independence and interdependence of power holders. *Research in Organizational Behavior*, 23: 43-91.

Galinsky, A. D., Gruenfeld, D. H., & Magee, J. C. (2003). From power to action. *Journal of Personality and Social Psychology*, 85: 453-466.

### **Day 8**

Brockner, J., Chen, Y., Mannix, E., Leun, K., & Sklarlicki, D.(2000). Culture and procedural fairness: When the effects of what you do depend on how you do it. *Administrative Science Quarterly*, 45: 138-159.