

# Syllabus of Record



**Program:** CET Shanghai

**Course Code / Title:** (SH/BUSN 353) Management and Organizational Behavior

**Total Hours:** 45

**Recommended Credits:** 3

**Primary Discipline / Suggested Cross Listings:** Business Administration / Management, Entrepreneurship, Human Resources, Psychology

**Language of Instruction:** English

**Prerequisites/Requirements:** None

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## Description

This course covers current management and organizational behavior practice and research. It provides a framework and skills for managers in a variety of contexts, including organizational goals and responsibilities, management and leadership models, decision theory, planning, control, motivation, group behavior, team skills, conflict, and organizational change.

This interdisciplinary course incorporates the study of the unique experiences of various historically marginalized peoples. It focuses on workforce development in varying contexts, discussing the practices needed to foster inclusion and utilize human differences. Students also explore how bias occurs in human perception and workforce decisions by examining how structural inequalities shape social categories of human difference and how these constructions influence inequalities. Finally, students evaluate and reflect on the values, policies, and practices needed to develop a more equitable society.

This course incorporates a variety of teaching methods, including team-intensive assignments, case analyses, and in-class activities and discussions to help students develop a better understanding of themselves, others, and the socio-technical systems of organizations.

## Objectives

In this course, students:

- Learn contemporary theories of behavior applied to organizations at the individual, group, and organization level.
- Observe behavior in organizations and identify causes and consequences of that behavior.
- Recognize the skills necessary for career progress in the workplace.
- Use team tools when starting or joining a group project and effectively produce individual and team deliverables.
- Understand the human side of business organizations, including:
  - how patterns of thought or practices impact historically marginalized peoples,
  - how legacies or experiences of oppression and responses to them shape contemporary realities or conditions in organizations,
  - how structural inequalities shape social categories of human difference and how these constructions influence inequalities in organizations, and
  - how values, policies, or practices develop more equitable organizations.

## Course Requirements

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This course is based on a model of active learning, with class discussions, exercises, and group activities playing a central role. By being an active participant, students ensure they maximize learning in the course. Students are required to read the assigned material and carefully prepare for all assignments and exercises before coming to class. Attendance is expected and outlined in the CET Attendance Policy. Presence in the classroom ensures exposure to the substantial amount of course material that is covered in class but not in the readings. Graded assignments include:

- **Writing Reflections and Homework Assignments**  
Students are expected to submit weekly assignments of 1-page, double-spaced reflections on the topics described in the course syllabus and homework assignments from within the textbook. Each assignment is due before or at the beginning of class and will guide class discussion.
- **Exams**  
Three non-comprehensive exams are given during the semester, with each exam covering roughly one-third of the course material. All the exams occur during regular class time and include essay and short-answer components, as well as some multiple-choice and true-false questions. Each lasts 60 minutes.
- **Team Project:**  
Since one goal of the course is for students to use the frameworks and theories studied to understand the people, groups, and organizations that compose organizations, students complete a project (in groups of 3-4 students) demonstrating the ability to do just that. Students assume the role of an HRM/OB consulting team and to use concepts studied to advise the senior management team of a company that is looking for guidance on HRM/OB practices targeted toward Generation Z (born in 1990s). Ideal projects identify interesting topics and questions and present insights that are not likely to be available to people who have not taken this course. Creativity and novelty are important to carrying this out successfully as well as outside research. Additional details guiding each stage of the project are provided in class.

### Team Project Deliverables

The results of the team project analysis and research will be presented in three ways:

- A draft of your individual component of the assignment (5%). 3-4 pages, double-spaced.
  - A team presentation, 15-20 minutes (10%) due at the end of the semester.
  - A written team project/report (15%) due at the end of the semester.
- **Team Tool Kit**  
Since this course covers issues related to the functioning of teams, 5% of the final grade is based on accomplishing a team tool kit. Documents and assignments to be completed and submitted are:
    - Team resource inventory and profile. (1%) One per team.

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- A team charter. (1%) One per team.
- Peer evaluation criteria. One per team.
- Team process feedback. Based on team member discussion, each team will write a short 2-3 page paper that summarizes the team's perceptions and intentions with explanations about why the team has functioned as it has and why proposed changes might make it more effective. (1.5%) One per team.
- Peer evaluation. Team members use their own performance criteria to assess the contributions of other members. (1.5%)
- Your score is the average of scores given to you by your group members. All group evaluations are kept confidential.
- Additional details to guide each step are provided in class.

### Grading

The final grade for the course is determined as follows:

- Exam 1: 16% (160 possible points)
- Exam 2: 16% (160 possible points)
- Exam 3: 16% (160 possible points)
- Participation: 17% (170 possible points)
- Team Project 35% (350 possible points)
  - Deliverable 1: 5% (50 possible points)
  - Deliverable 2: 15% (150 possible points)
  - Presentation: 10% (100 possible points)
  - Took Kit: 5% (50 possible points)

### Readings

Bauer, Tayla, and Berrin Erdogan. *Organizational Behavior: Bridging Science and Practice*. Boston, MA: Flat World Knowledge, 2018.

Bonilla-Silva, Eduardo. *Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States*. Lanham, MD: Rowman & Littlefield, 2003.

\_\_\_\_\_. "Rethinking Racism: Toward a Structural Interpretation." *American Sociological Review* 62, no. 3 (1997): 465-480. <https://doi.org/10.2307/2657316>

Caver, Keith A., and Ancella B. Livers. "Dear White Boss..." *Harvard Business Review*, November 2002. Accessed July 1, 2020. <https://hbr.org/2002/11/dear-white-boss>

Elliot, Andrew J., and Marcy A. Church. "A Hierarchical Model of Approach and Avoidance Achievement Motivation." *Journal of Personality and Social Psychology* 72, no. 1 (1997): 218-232. <https://doi.org/10.1037/0022-3514.72.1.218>

Friedman, Raymond. "The Case of the Religious Network Group." *Harvard Business Review* 77, no. 4 (1999): 28-30, 32-40, 183. HBR Case Study 99405. Accessed July 1, 2020. <https://hbr.org/1999/07/the-case-of-the-religious-network-group>

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Fryer, Bronwyn. "When Your Colleague Is a Saboteur." *Harvard Business Review*, November 2008. Accessed July 1, 2020. <https://hbr.org/2008/11/when-your-colleague-is-a-saboteur>

Groysberg, Boris, and Deborah Bell. "Case Study: Should a Female Director 'Tone It Down'?" *Harvard Business Review*, October 2014. Accessed July 1, 2020. <https://hbr.org/2014/10/should-a-female-director-tone-it-down>

Groysberg, Boris, and Katherine Connolly. "Zurich Insurance: Diversity and Inclusion." Harvard Business School Case 417-037, revised May 2018.

Lam, Bourree. "What Gender Pay-Gap Statistics Aren't Capturing." *The Atlantic*. July 27, 2016. <https://www.theatlantic.com/business/archive/2016/07/paygap-discrimination/492965/>

Lee, Yin, and Amit Kramer. "The Role of Purposeful Diversity and Inclusion Strategy (PDIS) and Cultural Tightness/Looseness in the Relationship Between National Culture and Organizational Culture." *Human Resource Management Review* 26, no. 3 (January 2016): 198-208.

Luca, Michael, Joshua Schwartzstein, and Gauri Subramani. "Managing Diversity and Inclusion at Yelp." Harvard Business School Case 918-009, August 2017.

McCormick, Janice. "The Case of the Not-So-Supermarket." *Harvard Business Review* 89, no. 2 (March–April 1989): 14-31.

Tedlow, Richard S., and Michele S. Marram. "A Case of AIDS." *Harvard Business Review* 69, no. 6 (November 1991): 14-6, 20-1, 24-5. <https://hbr.org/1991/11/a-case-of-aids>

Vandewalle, Don. "Development and Validation of a Work Domain Goal Orientation Instrument." *Educational and Psychological Measurement* 57, no. 6 (1997): 995-1015. <https://doi.org/10.1177/0013164497057006009>

### Outline of Course Content

Topic 1: Introduction to the course

- Introduction and trends in management and organizational behavior

Topic 2: Workforce development

- Generations in the workplace

Topic 3: Management theory

- Scientific management, human relationships, process theories, employment law
- Management history and early employment law (FLSA, Wagner Act)

Topic 4: Organizational culture and socialization

- Global cultures and cross-cultural competencies
- Hofstede's dimensions of national culture

Topic 5: Human differences and diversity practices

- Workforce diversity: historical, legal, and perceptual process

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Topic 6: Values, attitudes, and emotions

Topic 7: Motivation

- Equity, expectancy, and goal setting
- Feedback and pay
- Workplace motivation, needs, and job design
- Intrinsic motivation and job satisfaction

Topic 8: Group and team dynamics

- Nature of work groups
- Designing and managing effective teams

Topic 9: Decision making and group decision making

Topic 10: Managing conflict; negotiation

Topic 11: Leadership

- Power, politics, and influence
- Theories of leadership: Path-goal theory, situational leadership theory, trait theory, behavioral styles theory, Fiedler's contingency model, etc.