



**Seminar in ORGANIZATIONAL BEHAVIOR, SPRING 2017**  
**SCHOOL OF BUSINESS**

- Instructor: Do-Yeong Kim, Ph.D.
- A recommended class size (about 10-20)
- Prerequisite course (recommended): Introduction to Organizational Behavior, Industrial (Organizational) Psychology, Social Psychology, or similar subject (This requires a discussion with and approval of an instructor).
- Language of instruction: English
- Course Material: English (Reading packet)
- Questions about courses?
- Class E-mail: ajousob@gmail.com

## **I. COURSE DESCRIPTION AND OBJECTIVES**

*This course emphasizes and adopts student-centered learning process, which focuses on critical thinking, the pursuit of excellence (high standard), and creative adaptability development process through perseverance. Accordingly, the course emphasizes the flexibility of taking student's interest and leaning goal as well as one's attributes into consideration for designing a course curriculum.*

To achieve the learning objectives, there are two major parts in which the students are engaged.

**[Part 1]** "Micro perspective in organizational behavior" looks at human behaviors in diverse contexts and domains, mostly dealing with major theories and scientific findings that provide us a *systematic* and *scientific* understanding of individual and group behaviors in organizations. This course discusses traditional as well as cutting-edge topics such as motivation, decision making, leadership, and issues born out of the interaction between *human* and *machines*, with multifaceted and interdisciplinary perspectives, e.g., business, psychology, economics, political sciences, etc.

For this, the students are encouraged to synthesize a theoretical and experiential approach

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to the creative process as studied through *Part 1*. Students enter into the creative process as a means to develop creative self-expression through an understanding of the paper. The nature and drive of research endeavor is explored through studies of the lives of significant thinkers and researchers. Students will engage in activities and projects that will enable them to access and develop their creative thinking skills in concert with traditional, analytic approaches.

**[Part 2]** In addition, the course emphasizes the importance of *creative adaptability competency*, i.e., **the ability being developed in the learning process of connecting the scientific findings with and applying the academic concepts and theories learned in this course to real-life business issues and implications.** With the practice of (a) *problem identification* and (b) *problem-solving learning* process can the student develop 'creative adaptability' competency such as identifying a core issue(s)/problem(s) and generating creative solutions to the problems.

## **II. Educational Mission and Goals of the Course**

- ✓ **Critical thinking,**
  - ✓ **Pursuit of excellence (high standard),**
  - ✓ **Creative adaptability,**
- development process through perseverance.

### **(1) Learning as critical thinking development process**

Each student is expected to review and understand topical issues addressed in the scientific literature selected for the week. **Article evaluation form is provided** to use while critically reviewing and evaluating the article.

### **(2) Learning through pursuit of excellence (high standard) development process**

Each student is expected to learn (a) how to pose a question with own curiosity (ideally within the scope of the OB topic of interest) that truly challenges and is of interest to the student and (b) how to develop and come up with solutions for a report with the support of the literatures and articles.

### **(3) Learning as creative adaptability development process**

Overall, the student will develop a competency of logically and critically coming up with the outcome(s) out of investigating the question of interest and its solution(s).

## **III. SPECIFIC LEARNING ACTIVITIES**

### **[PART 1]**

Part one has two major activities: (1) reviewing and analyzing articles through which the students should be able to find out core issues and problems and (2) understand implication from the research.

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**(1) Critical review and analysis of articles to find out core issues and problems**

Students are expected to thoroughly and critically review theoretical and empirical research articles with topics.

✓ **Purpose of a *critical review***

The critical review is a task that asks you to summarize and evaluate contents. The critical review can be about a book, a chapter, or a journal article. Writing the critical review usually requires you to read the selected contents in detail and to read other related texts so that you can present a fair and reasonable evaluation of the selected contents.

✓ **What is meant by *critical*?**

To be critical does **not** mean to criticize in a negative manner. Rather it requires you to question the information and opinions in a text and present your evaluation or judgment of the contents. To do this well, you should attempt to understand the topic from different perspectives in relation to the theories, approaches, and frameworks in your course (in this case, human and group behaviors in an organizational context).

✓ **What is meant by *evaluation or judgment*?**

You decide the strengths and weaknesses of the paper. This is usually based on specific criteria. Evaluating requires an understanding of not just the content of the paper, but also an understanding of a paper's purpose, the intended audience and why it is structured the way it is.

✓ **What is meant by *analysis*?**

Analyzing requires separating the content and concepts of the paper into their main components and then understanding how these interrelate, connect, and possibly influence each other.

**(2) Understand the implications of the findings and results of scientific research**

Students are trying to understand what the results and findings from the paper tell us about., i.e., What are the take-home message or lessons from the scientific research?

**[PART 2]**

A primary purpose of Part 2 is (a) to analyze and support a **question** (i.e., your curiosity) that the student has posed as proposed at the beginning of the semester (i.e., abstract of my curiosity) and (b) develop a term report with the support of the scientific and other appropriate articles.

**IV. Evaluation Scheme**

(1) Abstract of My Curiosity: 5%

(2) Review of *Weekly* Article/Paper: P/F 15% (+Bonus)

(3) Class Participation: Audience (10%); Lead team (20%)

(4) Review presentation: Part 1 ppt. (10%,); Part 2 ppt. (10%)

(5) Term Paper: 30%

**Total Score 100pts**

## V. Class Format

### (1) Project Proposal (Abstract of My Curiosity, 5%)

**A form (abstract form) is provided.**

Each student is expected to propose a question of own interest and from own curiosity and provide an abstract (i.e., a proposal) that describes *question statement(s) along with a justification of why the question is of interest to the student and how the question will be investigated (i.e., how to proceed the project).*

### (2) Weekly Review (15%, pass/fail)

**A form (weekly review form) is provided.**

Each team reads and digests the contents of the articles sufficiently and submit a summary of reports to the instructor prior to the class (refer to “Evaluation Form” to be given by the instructor). Each team needs to choose **1 article from the listed journals in Journal List section of PART 1** and **1 article out of the list in PART 2.**

### (3) Class Participation (30%): Audience Team (10%) and Lead team (20%)

- ✓ **Each (audience) team** is expected to be ready to participate in active discussion while a team of the day (i.e., lead team) is leading the discussion. **A form is provided.**
  - (a) A Comment & Question Form (CQF) should be filled out by each team understanding actively and critically evaluating the contents of which the lead team presents.
  - (b) **EACH TEAM MUST BE PREPARED AND ASK OR MAKE AT LEAST ONE QUESTION/COMMENT during class.**
  - (c) Each team submits the CQF to the instructor at the end of the class for evaluation of the level of understanding of the materials discussed.
  
- ✓ **A lead team** of the day must be sufficiently and well prepared with the presentation of material. 20% of the grade is distributed to the two aspects of quality performance by the lead team: (a) digestion of the materials and (b) how effectively the lead team leads the audiences.

**\*\*A team formation and presentation schedule will be coordinated during the first and second week of the class along with finalizing the class topics.**

### (4) Review (Part 1) Presentation (10%)

In this review presentation, each team should include,

- (a) 10-minute justification of why they chose the question of interest to investigate. (PART 1 Only)
- (b) presentation about the article of choice.

**\*\*Please note that the question of interest is the task that each team will keep working on and developing throughout the semester for the final term paper.**

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**(5) Review (Part 2) Presentation (10%)**

In this review presentation, each team must present,

- (a) how their question or curiosity reveals its entity with the support of scientific readings and other relevant supporting evidence(s)
- (b) how PART 2 article is being incorporated as a major evidence of real life and/or business case (i.e., organizational behavior)

**(6) A Term Paper (30%; Preliminary term paper 5% and Final term paper 25%)**

- (a) During the midterm exam week, there will be *an in-class meeting* of each team with an instructor and TA to check and discuss about the progress of term paper development.
- (b) A final term paper is due in the final week, and specific date and time will be announced.

## **VI. Class Material**

Reading packet with literatures and articles

## **VII. Topics of Choice (choose the one that you like to investigate the most)**

**Subject Area 1:** Learned Helplessness; Trust; Work Motivation; Creativity and Innovation

**Subject Area 2:** Leadership; Organizational culture (Information Inequality, organizational ostracism); Mentorship (special lecture)

**Subject Area 3:** Decision Making; Disguise in relationship

**Subject Area 4:** Machine & Human interaction

## **List of Sources\***

[PART 1] Scientific empirical article can be drawn from the following sources. But the source is not limited to the following. If the team has a preference for their choice of the source, feel free to talk to and consult with the instructor/TA in advance.

- (1) Academic Journal of Management
- (2) Journal of Applied Psychology
- (3) Journal of Organizational Behavior
- (4) Organizational Behavior and Human Decision Processes
- (5) Organizational Research Method
- (6) Journal of Personality and Social Psychology
- (7) Personality and Social Psychology Bulletin
- (8) British Journal of Social Psychology
- (9) European Journal of Social Psychology
- (10) Basic and Applied Social Psychology

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- (11) Personnel Psychology
- (12) Judgment and Decision Making
- (13) Journal of Behavioral Decision Making
- (14) Others, suggest!

**[PART 2]** More practically oriented article can be from the following sources. But the source is not limited to the following. If the team has a preference for their choice of the source, feel free to talk to and consult with the instructor/TA in advance.

- (1) Harvard Business Review
- (2) Fast Company
- (3) Business Week
- (4) Forbes
- (5) Fortune
- (6) Bloomberg Businessweek
- (7) Inc.
- (8) The Economist
- (9) People Management
- (10) Nonprofit Management and Leadership
- (11) Wired
- (12) Entrepreneur
- (13) Fast Company
- (14) MIT Technology Review
- (15) DiversityInc
- (16) U.S. Banker
- (17) Director
- (18) Nonprofit World
- (19) Others, suggest!

### **VIII. Class Meeting**

To be determined

### **IX. Course Schedule and Reading Assignment**

**Reading Assignments:** Class discussion/lecture will be based upon the readings listed below for each day and will extend the materials from time to time. Each class requires a high degree of participation. Therefore, it is critical that you complete the reading assignment before class so that you will understand the material presented in class and can contribute to the discussion if it happens.

| <b>Week &amp; Date</b> | <b>Topic</b> | <b>Class Activity</b> | <b>Other</b> |
|------------------------|--------------|-----------------------|--------------|
|------------------------|--------------|-----------------------|--------------|

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| Week 1 | <i>Mar./2 (Thur.)</i><br>Class Orientation & Learning<br>Scheme 1 | Think of a topic of interest<br>and question to investigate<br>(Q&A) |   |
|        | <i>Mar./6 (Mon.)</i><br>Learning Scheme 2                         | Think of a topic of interest<br>and question to investigate<br>(Q&A) | <b>Abstract of My<br/>Curiosity (5%)</b>    |
| Week 2 | <i>Mar./9 (Thur.)</i><br>Lecture on (      )<br>PPT T1 (PART1)    | <b>Submit review of<br/>weekly article/paper<br/>P1-1</b>            | <b>Due by<br/>Mar./08 (Wed.)</b>            |
|        | <i>Mar./14 (Tue.)</i><br>PPT T1 (PART1)                           | <b>Audience Evaluation<br/>&amp; Comment Form<br/>P1-1</b>           | <b>Submit to an<br/>instructor in class</b> |
| Week 3 | <i>Mar./16 (Thur.)</i><br>Lecture on (      )<br>PPT T2 (PART1)   | <b>Submit review of<br/>weekly article/paper<br/>P1-2</b>            | <b>Due by<br/>Mar./15 (Wed.)</b>            |
|        | <i>Mar./20 (Mon.)</i><br>PPT T2 (PART 1)                          | <b>Audience Evaluation<br/>&amp; Comment Form<br/>P1-2</b>           | <b>Submit to an<br/>instructor in class</b> |
| Week 4 | <i>Mar./23 (Thur.)</i><br>Lecture on (      )<br>PPT T3 (PART1)   | <b>Submit a review of<br/>weekly article/paper<br/>P1-3</b>          | <b>Due by<br/>Mar./22 (Wed.)</b>            |
|        | <i>Mar./27 (Mon.)</i><br>PPT T3 (PART 1)                          | <b>Audience Evaluation<br/>&amp; Comment Form<br/>P1-3</b>           | <b>Submit to an<br/>instructor in class</b> |
| Week 5 | <i>Mar./30 (Thur.)</i><br>Lecture on (      )<br>PPT T4 (PART1)   | <b>Submit a review of<br/>weekly article/paper<br/>P1-4</b>          | <b>Due by<br/>Mar./29 (Wed.)</b>            |
|        | <i>Apr./3 (Mon.)</i><br>PPT T4 (PART1)                            | <b>Audience Evaluation<br/>&amp; Comment Form<br/>P1-4</b>           | <b>Submit to an<br/>instructor in class</b> |
| Week 6 | <i>Apr./6 (Thur.)</i><br>Lecture on (      )<br>PPT T5 (PART1)    | <b>Submit a review of<br/>weekly article/paper<br/>P1-5</b>          | <b>Due by<br/>Apr./5 (Wed.)</b>             |
|        | <i>Apr./10 (Mon.)</i><br>PPT T5 (PART1)                           | <b>Audience Evaluation<br/>&amp; Comment Form<br/>P1-5</b>           | <b>Submit to an<br/>instructor in class</b> |

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| Week 7        | <i>Apr./13 (Thur.)</i><br>Lecture on (      )<br>PPT T6 (PART1)  | <b>Submit a review of<br/>weekly article/paper<br/>P1-6</b> | <b>Due by<br/>Apr./5 (Wed.)</b>                                |
|               | <i>Apr./17 (Mon.)</i><br>PPT T6 (PART1)  | <b>Audience Evaluation<br/>&amp; Comment Form<br/>P1-6</b>  | <b>Submit to an<br/>instructor in class</b>                    |
| <b>Week 8</b> | <i>[Midterm Week: Apr./20 (Thur.) – Apr./26 (Wed.)]</i><br><br><b>In-class preliminary term paper consulting</b><br><b>Preliminary rough draft in progress should be ready</b> |   |  |
| Week 9        | <i>Apr./27 (Thur.)</i><br>Lecture on (      )<br>PPT T1 (PART2)  | <b>Submit a review of<br/>weekly article/paper<br/>P2-1</b> | <b>Due by<br/>Apr./26 (Wed.)</b>                               |
|               | <i>May./1 (Mon.)</i><br>PPT T1 (PART2)   | <b>Audience Evaluation<br/>&amp; Comment Form<br/>P2-1</b>  | <b>Submit to an<br/>instructor in class</b>                    |
| Week 10       | <i>May./4 (Thur.)</i><br>PPT T2 (PART2)  | <b>Submit a review of<br/>weekly article/paper<br/>P2-2</b> | <b>Audience<br/>Evaluation &amp;<br/>Comment Form<br/>P2-2</b> |
|               | <i>May./8 (Mon.)</i><br>No Class   | No Class  |  |
| Week 11       | <i>May./11 (Thur.)</i><br>No Class   | No Class  |  |
|               | <i>May./15 (Mon.)</i><br>No Class  | No Class  |  |
| Week 12       | <i>May./18 (Thur.)</i><br>Lecture on (      )<br>PPT T3 (PART3)  | <b>Submit a review of<br/>weekly article/paper<br/>P2-3</b> |  |
|               | <i>May./22 (Mon.)</i><br>PPT T3 (PART2)  | <b>Audience Evaluation<br/>&amp; Comment Form<br/>P2-3</b>  |  |
| Week 13       | <i>May./25 (Thur.)</i><br>Lecture on (      )<br>PPT T4 (PART2)  | <b>Submit a review of<br/>weekly article/paper<br/>P2-4</b> |  |



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|----------------|---|---|--|
|                | <i>May./29 (Mon.)</i><br>PPT T4 (PART2)                                     | <b>Audience Evaluation<br/>&amp; Comment Form<br/>P2-4</b>  |  |
| Week 14        | <i>June./5 (Mon.)</i><br>Lecture on (      )<br>PPT T5 (PART2)              | <b>Submit a review of<br/>weekly article/paper<br/>P2-5</b> |  |
|                | <i>June./8 (Thur.)</i><br>PPT T5 (PART2)                                    | <b>Audience Evaluation<br/>&amp; Comment Form<br/>P2-5</b>  |  |
| Week 15        | <i>June./12 (Mon.)</i><br>Lecture on (      )<br>PPT T6 (PART2)             | <b>Submit a review of<br/>weekly article/paper<br/>P2-6</b> |  |
|                | <i>June./15 (Thur.)</i><br>PPT T6 (PART2)                                   | <b>Audience Evaluation<br/>&amp; Comment Form<br/>P2-6</b>  |  |
| <b>Week 16</b> | <b><i>Final Week</i></b><br><b><i>June/16 (Fri.) - June./22 (Thur.)</i></b> |   |  |

\* Note that change in schedule may happen depending on the number of students enrolled for the class.

**COURSE FEEDBACK**

Please see the professor for any special problems, which may be impeding your progress in the course and lecture. Feedback concerning the class/course is always appreciated and will be considered to improve the learning environment in this and subsequent semesters.

**ACADEMIC INTEGRITY**

Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.

Principles of academic integrity require that every Ajou University student:

- properly acknowledge and cite all use of the ideas, results, or words of others
- properly acknowledge all contributors to a given piece of work
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions

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- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary to insure that:

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments
- all student work is fairly evaluated, and no student has an inappropriate advantage over others
- the academic and ethical development of all students is fostered
- the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

**PLAGIARISM**

is defined as “taking the words of others or presenting the ideas of others as your own, whether intentional or not”. It not only prohibits you from learning the skills of academic research and knowledge, but it also violates the University’s Code of Academic Integrity. Academic dishonesty is defined as “cheating of any kind, including misrepresenting one’s work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” When plagiarism/academic dishonesty is found on the individual case reports, it will not be tolerated and will result in a grade of zero. Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community, therefore, bears responsibility for ensuring that the highest standards of academic integrity are upheld.

**STUDENT CODE OF CONDUCT THIS CLASS (AND AJOU UNIV. COMMUNITY) PURSUES**

Violations of the Student Code of Conduct are considered serious infractions of student behavior and subject to penalties relative to the level of the matter. Students may not disturb normal classroom procedures by distracting or disruptive behavior. Examples of disruptive behavior include, but are not limited to, the following:

- Repeatedly leaving and entering the classroom without authorization
- Answering cellular phone
- Making loud or distracting noises
- Repeatedly speaking without being recognized, interrupting the instructor or other students, or otherwise acting in disregard of the instructor’s requests
- Resorting to physical threats or violence directed toward the instructor or other students.

**CELLULAR PHONE**

Students are required **to turn off** their cell phones while they are in class unless there is

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an emergency. *Violation of this policy may result in being requested out of the class, assuming that the student is not concerned of the lecture!*

**STUDENTS NEEDING SPECIAL ACCOMMODATION**

Students who are seeking an accommodation because of a disability are directed to the instructor and TA. **DO NOT hesitate to ask for any legitimate assistance!**