



Beijing Jiaotong University

2020 Summer Session

BUS 310 Organizational Behavior

Course Outline

Term: June 29-July 24, 2020

Class Hours: 12:00-13:50 (Monday through Friday)

Course Code: BUS 310

Instructor: Jay Richman

Home Institution: Johns Hopkins University

Office Hours: To be determined and by appointment

Email: jrichma2@jh.edu

Credit: 4

Class Hours: This course will have 52 class hours, including 32 lecture hours, 8 lecturer office hours, 8-hour TA discussion sessions, 4-hour review sessions.

Course Description:

Organizational leadership requires a deep, and nuanced, understanding of how individuals behave in organizational settings; effective leaders create environments that are consistent with the fundamentals of human behavior in organizations. This course explores the behavior of people in organizations as individual actors and also as groups. Its purpose is to provide an understanding of how organizations can be managed more effectively and at the same time enhance the quality of employees work life. Topics include motivation, rewarding behavior, stress, individual and group behavior, conflict, power and politics, leadership, job design, organizational structure, decision-making, communication and organizational change and development. Although the course focuses on business organizations, the same theories can also be successfully applied to other type of organizations, such as non-profits, sports teams and social groups.



Course Objectives:

Upon completion of this course, students will

- Be able to understand and analyze how organizations and the people within them work.
- Be able to apply OB concepts to real-world problems faced by managers.
- Understand individual behavior in organizations, including diversity, attitudes, job satisfaction, emotions, moods, personality, values, perception, decision making, and motivational theories.
- Understand group behavior in organizations, including communication, leadership, power and politics, conflict, and negotiations.
- Understand the organizational system, including organizational structures, culture, human resources, and change.
- Develop their leadership and management potential.
- Work in teams and gain experience in teamwork and cooperation.
- Improve writing skills by learning to write a concise analysis of management cases.

Required Textbooks:

- McShane, Steven and Von Glinow, Mary, *Organizational Behavior* 8th edition, McGraw-Hill.
- You should also purchase this course pack to access to the case studies to be covered in the class:
<https://hbsp.harvard.edu/coursepacks/613637>
 - Donaldson, Thomas “Values in Tension: Ethics Away Home” (Case 1)
 - Thomas, David and Ely, Robin “Making Differences Matter” (Case 2)
 - Keeney, Ralph et al “Hidden Traps in Decision Making” (Case 3)
 - Kotter, John “What Leaders Really Do” (Case 4)
 - Cross, Rob and Prusak, Laurence “People Who Make Organizations Go - or Stop” (Case 5)
 - Abrahamson, Eric “Change Without Pain” (Case 6)

Grading & Evaluation:

- **Exams:** There will be a midterm and a final exam. Exams will not be cumulative. The midterm exam will be given at the end of the second week. Each exam will make 25% of your grade, so two exams together will make 50% of your grade.
- **Group Term Project:** The Term Project will make 30% of your grade. The purpose of the project is to give your team an opportunity to apply what has been learned in the course to problems in an organization of your team's choice. Class members will work in teams of four people. Students will choose a company and find a problem in the organizational structure/management and propose solutions. Each team will develop and submit a short paper (3-4 pages). Your team should answer the following questions in the assignments detailed below. These questions are not specific to any case study or a chapter.

- a) What are the issues or problems facing the organization?
- b) What course concepts can be applied to understand why this problem is occurring?
- c) What recommendations can you offer to help improve organizational functioning?

Class Discussions: Summer classes are intensive and require hard work and diligence. Attending classes is essential for mastering the concepts presented during lectures and actively participate during class discussion. Class participation will be 20% of the student grade. In-class participation is a part of your grade, and more importantly, a crucial part of your learning experience. Marketing research is a hands-on, learn-by-doing activity. To master the material in this course you will need to: a) attend class regularly, b) do the assigned reading before the class when it is discussed, c) come to class with written assignments completed, and d) participate in class by asking and responding to questions and by getting involved in class discussions.

As a lot of the learning for this course will happen in the classroom, attendance is required. If you miss a class for some unavoidable reason (like health or other emergencies or for a religious observance), it is your responsibility to find out about any announcements regarding the course made that day and to get notes for the missed class from another student and learn the material.

In addition to attendance, you will also be graded on class participation which involves not mere attendance but an active listening and especially contributing to the class lectures. Class Participation score is based on participation and contribution (attend class regularly, be on time, and show initiative in the discussion).

Discussions with other students should be balanced, respectful, thorough and constructive. Note that students who only “show up” but do not contribute should not expect even an average participation score.

A few things I wish to emphasize about in-class participation:

- A good comment is one that is relevant to the discussion and increases everyone’s understanding of the issues involved.
- The best contributions reflect good listening. They take into consideration ideas offered earlier on in the class rather than being isolated and disjointed.
- Good class participation shows evidence of thorough reading and understanding of the material.
- Be willing to interact with other class members and the instructor by asking questions or challenging conclusions that we may have reached. But remember to always do so in a professional manner.
- Quality of the comments counts more than the just quantity.



Grading & Evaluation:

Grades will be based on one Midterm Exam, a Final Exam, and a Group Project.

	Percent
Midterm Exam	25%
Final Exam	25%
Group Project	30%
Class Participation	20%
Total Max Points	100%

Scaled Score

94 - 100	A+
90 – 93.9	A
87 – 89.9	A-
84 – 86.9	B+
80 – 83.9	B
77 – 79.9	B-
74 – 76.9	C+
70 – 73.9	C
60 – 69.9	D
59.9 and below	F

Course Schedule:

Class	Date	Topics Covered	Readings	Assignments Due
1	Week 1 Mon	Course Introduction Introduction to the Field of Organizational Behavior	Chapter 1	
2	Week 1 Tue	Individual Behavior, Personality and Values	Chapter 2	
3	Week 1 Wed	Perceiving Ourselves and Others in Organizations	Chapter 3	
4	Week 1 Thu	Workplace Emotions, Attitudes, and Stress	Chapter 4	Discussion: HBR Case 1 & 2
5	Week 2 Mon	Foundations of Employee Motivation	Chapter 5	
6	Week 2 Tue	Decision Making and Creativity	Chapter 7	
7	Week 2 Wed	Team Dynamics; Exam Review	Chapter 8	Discussion: HBR Case 3
8	Week 2 Thu	Midterm Exam		
9	Week 3 Mon	Communicating in Teams and Organizations	Chapter 9	
10	Week 3 Tue	Power and Influence in the Workplace	Chapter 10	



11	Week 3 Wed	Conflict and Negotiation in the Workplace	Chapter 11	
12	Week 3 Thu	Leadership in Organizational Settings	Chapter 12	Discussion: HBR Case 4 & 5
13	Week 4 Mon	Designing Organizational Structures	Chapter 13	
14	Week 4 Tue	Organizational Culture	Chapter 14	
15	Week 4 Wed	Organizational Change; Course Wrap-up, Exam Review	Chapter 15	Discussion: HBR Case 6 Group Project
16	Week 4 Thu	Final Exam		

About the Professor

Mr. Richman has spent over 42 years in marketing in the business community. He currently is employed as a Manager Proposal Management for CenturyLink Government Services Division. He has been with this company for over 13 years. He was employed by Verizon/Bell Atlantic/C&P Telephone for over 28 years. He has held several marketing positions with Verizon/Bell Atlantic, including, Sales Manager, Staff Manager, Program Manager, Project Manager, and National Account Executive. Mr. Richman also spent one year with Bell Atlantic International as Marketing Consultant to the Puerto Rico Telephone Company.

Mr. Richman has been affiliated with Johns Hopkins for over twenty-three years. He has taught several Graduate marketing courses including Marketing Management, Marketing Strategy, Consumer Marketing, Consumer Behavior, Sales Force and Channels of Distribution, etc. Additionally, he developed an online Consumer Behavior course. He has also taught Voice Telecommunications Architecture in the IT department at JHU, as well as Business Communication. He has taught Project Management at George Washington University. In addition, he has been affiliated with the University of Maryland University College since 2007. Courses taught include Principles of Marketing and Strategic Marketing Management. He also taught Principles of Marketing at Beijing Jiaotong University in Summer 2019.

Mr. Richman has a Bachelor of Science in Business Administration degree from the University of Maryland. He also has two Masters degrees from Johns Hopkins University – MAS in Applied Behavioral Science Organization Development, and an MS in Management. He also has a Masters Certificate in Commercial Project Management from George Washington University.