**The syllabus of the Organizational** **Behavior** **course**

**Ⅰ. the basic information of the course**

Course code: 19010033

Course Name: Organizational Behavior（bilingual course）

English name: Organizational behavior（bilingual course）

Course Category: Professional course

When:48

Credits:3

Suitable for: Business Administration（high potential experimental district）

Assessment: Exams

Pre-curriculum: Management

**Ⅱ. the introduction of the course**

Organizational behavior is an important part of management, involving psychology, social psychology, political science, sociology and anthropology, and it is a science that studies the behavior law of individuals, groups, organizations and their relationships within the organizational system in order to improve the ability of managers to predict, guide and control people's behavior and improve the efficiency of organization operation. It studies and answers what individual and group behavior patterns are in the work organization, how they interact with each other, how personality affects job performance, how employees are motivated, how to adapt to and grasp environmental changes, and so on. This course will closely focus on the firm students' ideals and beliefs, with love for the Party, patriotism, love for socialism, love for the people, love for the collective as the main line, around political identity, family national conditions, cultural literacy, moral cultivation and other key optimization of the curriculum political content supply.

Organizational behavior is the study of how people interact in organizations. This course will cover the interactions from three major levels including individual level, group level and organizational level. Its principles are applied primarily in attempts to create more efficient organizations. Through this course, students gain insight into strategies and methods that manage individuals, groups, and organizational change. This course also focuses on cultivating students’ political identity, patriotism, cultural accomplishment, ideology and morality.

**Ⅲ. the nature of the curriculum and teaching purposes**

Organizational behavior is a compulsory subject in business administration. The purpose of this course is to enable students to master the basic knowledge and development law of organizational behavior, to guide students to read relevant cases of organizational behavior, to train students to develop students' practical ability in organizational behavior such as team building and management, interpersonal communication, leadership, organizational structure design, organizational culture construction, organizational change and development, cross-cultural communication, and learning organization construction, and to train students Consciously develop good political literacy and moral quality, improve the ethical literacy of enterprise management.

**Ⅳ. teaching content and requirements**

**prolegomenon**

(1) Purposes and requirements

1. Master the definition of organizational and organizational behavior.
2. Be familiar with the research content of organizational behavior.
3. Stay up-to-date on the latest developments in organizational behavior.
4. Be familiar with the stage of development of organizational behavior.
5. Master the research terms and methods commonly used in organizational behavior.

Section 1 Organizational and Organizational Behavior

1. Main content

The first section describes what organization is, what is management, why organization needs management, the definition of organizational behavior, the content of research and its latest progress, the relationship between organizational behavior and other disciplines, and the significance of learning organizational behavior.

2. Basic concepts and knowledge points

Organization, management

3. Questions and applications (competence requirements)

The knowledge of other disciplines is embodied in organizational behavior.

Section 2 The History of Organizational Behavior

1. Main content

The second section introduces the five stages of development of organizational behavior. Including the early industrial psychology school, classical management school, behavior school, power change school and system school. Through this section, students should be able to gain a deeper understanding of the development process in the field of organizational behavior and its internal ideological context.

2. Basic concepts and knowledge points

Five stages of the development of organizational behavior, the school of power change

3. Questions and applications (competence requirements)

Five stages and representative figures of the development of organizational behavior

Section 3 Research methods commonly used in organizational behavior

1. Main content

The third section mainly introduces the research methods commonly used in organizational behavior. Students should be familiar with the common research methods of organizational behavior on the basis of understanding the terms of organizational behavior, and should learn to make objective evaluation and judgment on the western logical system of organizational behavior by using Marxist dialectical materialism and historical materialism methodology.

2. Basic concepts and knowledge points

Questionnaire method, interview method, experimental research method, observation research method, case study method

3. Questions and applications (competence requirements)

How to view the view that "human nature as a relatively stable attribute is basically static"?

How to dialectically view human needs?

(3) Thinking and practice

ponder:

How do I define organization and organizational behavior?

What has been the development of organizational behavior?

Discuss trends and challenges in organizational behavior.

What are the characteristics of organizational behavior in the context of Chinese culture?

(4) Teaching methods and means

This chapter mainly uses the combination of classroom teaching, multimedia teaching, group discussion and classroom discussion.

**Chapter 1 Individual Psychology and Behavior**

(1) Purposes and requirements

1. Understand the definition and process of perception, master the definition of attribution and common attribution bias, the main theories that are more influential in attribution theory, and understand the meaning of decision-making and the classical decision-making model.
2. Master the meaning of values and their impact on individual behavior, understand the concept of attitudes, and understand the relationship between attitudes and behaviors.
3. Master the concept and classification of abilities.
4. Master the definition of personality and common personality models.
5. Understand the definition of emotional, emotional intelligence, and emotional labor, understand the causes and consequences of stress, and master the definition of occupational exhaustion and its effects on the individual

Section 1 Cognition and Decision-Making

1. Main content

The first section introduces the definition and related theory of perception, attribution and decision-making, as well as the guiding significance of Marxist theory to individual cognition. Perception is the process by which an individual organizes and interprets sensory impressions in order to give some meaning to the observed object. The process of perception consists of five stages: attention, organization, interpretation, retrieval, and judgment. In real life, the process of analyzing the observed behavior results and inferring their causes is called attribution, and attribution theory is a social psychology theory about the perception explaining and inferring the causes of behavior between oneself and others, and is one of the important theoretical bases for motivating subordinates. Decision-making means, in a narrow sense, making choices in several behavioral scenarios, and broadly speaking, decision-making also includes all the activities that must be done before a final choice can be made. The content of perception, attribution and decision-making in this section mainly comes from the research of western management scholars and psychologists. Under the management situation of China, we should consciously use Marxist viewpoint and position to analyze these contents.

2. Basic concepts and knowledge points

Perception, attribution, decision-making

3. Questions and applications (competence requirements)

To analyze the influence of Weiner's attribution theory on individual behavior.

What are the models of the decision-making process? Under what circumstances are they most likely to be effective?

Section 2 Values and Attitudes

1. Main content

The second section introduces the definition and related theories of values, Marxist values and traditional Chinese values. Values represent the most basic belief that, from an individual or social point of view, a specific pattern of behavior or the ultimate state of existence is preferable to the opposite pattern of behavior or existence, and that work values have an impact on employee behavior and performance. The study of values in organizational behavior focuses on the individual level, but for the organization and management of our country, we should adhere to the values of Marxism, inherit and carry forward the excellent traditional values of China, and promote and carry forward the core values of socialism. Attitude refers to the more persistent and stable inner psychological tendency of individuals to specific things outside the world, and organizational behavior is mainly concerned with work-related attitudes.

2. Basic concepts and knowledge points

Values, work values, socialist core values, attitudes, cognitive dissonance

3. Questions and applications (competence requirements)

The impact of values on work behavior.

How to deal with imbalances when attitudes and behaviours are inconsistent?

The relationship between attitude and behavior.

Section 3 Capabilities

1. Main content

Section 3 introduces the concept and classification of capabilities. Competence refers to the psychological characteristics that an individual needs to be able to successfully complete an activity. Individual abilities are diverse and can usually be divided into general abilities, special abilities, and creativity, and many theories about abilities are further and more specific in their classification.

2. Basic concepts and knowledge points

ability, general ability, special ability, creativity

3. Questions and applications (competence requirements)

Analysis of human-post matching from the point of view of ability.

Section 4 Personality

1. Main content

The fourth section introduces the definition, characteristics and Chinese and Western personality models. In organizational behavior, personality is defined as the sum of personal qualities appropriate to work. Personality is unique, stable, integrated and functional. A large number of studies have explored the division and measurement of personality, including cartel personality trait theory, the big five model, the domestic scholars big seven factor model and so on.

2. Basic concepts and knowledge points

Personality, Big-five personality, control point, self-esteem, self-monitoring, risk-taking

3. Questions and applications (competence requirements)

The relationship between the dimensions of the five-year-old personality and the performance of the job.

Section 5 Emotions and Stress

1. Main content

Section 5 introduces the connotation, stress and causes and consequences of emotional intelligence, and the concept of occupational exhaustion. Emotion refers to a stronger emotional experience triggered by a particular person or thing. Stress refers to a dynamic situation in which an individual faces opportunities, limitations, or requirements related to the desired goal, and the results of such a dynamic situation are considered important and uncertain. Environmental, organizational and personal factors are all sources of stress, and the symptoms of stress can take many forms. When the work itself is over-demanding of an individual's abilities, energy, and resources, resulting in workers feeling exhausted, it can lead to occupational exhaustion.

2. Basic concepts and knowledge points

Emotional, emotional intelligence, stress, career exhaustion

3. Questions and applications (competence requirements)

What are the sources and consequences of stress?

(3) Thinking and practice

ponder:

Explore the stereotype in the heart: Residents of all regions of China, state-owned enterprises, private enterprises, foreign enterprises practitioners.

The cognitive dissonance between tobacco and health among tobacco company managers.

The application of self-perception theory in explaining consumer behavior.

practice:

Attribution bias is reflected in the management of enterprises.

The application of stress management method in working practice.

(4) Teaching methods and means

This chapter mainly uses the combination of classroom teaching, multimedia teaching, group discussion and classroom discussion.

**Chapter 2 Motivation and Motivation**

(1) Purposes and requirements

1. Understand the needs theory of motivation, process theory, and comprehensive motivation theory.
2. Understand the general principles of motivation, the characteristics of motivation and the methods of motivation in the context of Chinese culture. Can use the theory to analyze and solve China's practical problems.

(2) The content of the teaching

Section 1 Basic concepts

1. Main content

The first section identifies the basic concepts of need, motivation, behavior, and motivation.

2. Basic concepts and knowledge points

need, leading need, motivation, motivation strength, behavior, motivation

3. Questions and applications (competence requirements)

The process of analyzing incentives.

Section 2 The Needs Theory of Incentives

1. Main content

The second section introduces the need theory of motivation, including Maslow's theory of need hierarchy and Herzberg's two-factor theory.

2. Basic concepts and knowledge points

Maslow's level of demand and defects, two-factor theory and defects

3. Questions and applications (competence requirements)

In the practice of enterprises, how to make health care factors into motivators?

Section 3 Process Theory of Motivation

1. Main content

The third section introduces the process theory of motivation, including expectation theory, equity theory, goal setting theory and reinforcement theory.

2. Basic concepts and knowledge points

Expectation theory, equity theory, goal setting theory and reinforcement theory

3. Questions and applications (competence requirements)

Combined with the theory of expectation, the importance of self-efficacy is analyzed.

Based on the theory of fairness, the principles of compensation and performance management are analyzed.

Section 4 Comprehensive Incentive Theory

1. Main content

The fourth section introduces the theory of comprehensive motivation and its enlightenment to us.

2. Basic concepts and knowledge points

Porter and Lawler's motivational model

3. Questions and applications (competence requirements)

The Enlightenment of Comprehensive Incentive Theory.

Section 5 Incentive Practice in the Context of Chinese Culture

1. Main content

The fifth section introduces the practice of motivation in Chinese organizations, including general principles and characteristics of motivation.

2. Basic concepts and knowledge points

Material incentive, spiritual incentive, incentive method

3. Questions and applications (competence requirements)

Analysis of ways to improve the effectiveness of ideological work.

(3) Thinking and practice

ponder:

The theory of expectations explains why some employees go back to work on a blizzard day, while others just don't want to go out

What are the limitations of expectation theory in predicting an individual's work efforts and behaviors?

practice:

Unfairness can occur in the classroom or in the workplace. Briefly describe an unfair experience you've had and analyze it with the theory of fairness.

Which of the applied practice methods of motivation theory is most impressed? Why?

(4) Teaching methods and means

This chapter mainly uses the combination of classroom teaching, multimedia teaching, group discussion and classroom discussion.

**Chapter 3 Group Psychology and Behavior**

(1) Purposes and requirements

1. Master the definition and type of group.
2. Master the development period of the group.
3. Master the structure of the group.
4. Master common group behaviors.
5. Learn how to manage conflicts between groups.

(2) The content of the teaching

Section 1 Group Overview

1. Main content

Section I introduces the two definitions of groups, as well as two different ways of dividing them, including formal and informal groups, primary and secondary groups, and finally introduces the culture of the Chinese community standard.

2. Basic concepts and knowledge points

groups, formal groups, informal groups

3. Questions and applications (competence requirements)

The influence of group-based culture on work behavior.

Section 2 The process of group development

1. Main content

The second section first introduces the two bases of group formation, namely, the completion of tasks and common destiny, and then introduces the five stages of group development: formation period, shock period, standardization period, mission period, suspension period.

2. Basic concepts and knowledge points

The basis of group formation, the stage of group development, group cohesion

3. Questions and applications (competence requirements)

How to improve group cohesion?

Section 3 Group structure

1. Main content

Section 3, which has structural characteristics, introduces important concepts, including categories and relationships, roles in groups, status in groups, group norms, group size and composition.

2. Basic concepts and knowledge points

Role, status, specification, scale, composition

3. Questions and applications (competence requirements)

Based on group roles, analyze how to make members get their own way and improve group output.

Section 4 Group Behavior Characteristics

1. Main content

The fourth section introduces some typical group behaviors, including: depersonalized behavior, social promotion, social inertia, crowd behavior, polarization in group decision-making.

2. Basic concepts and knowledge points

Depersonalization, social promotion, social inertia, crowd and group decision-making.

3. Questions and applications (competence requirements)

The cause of the phenomenon of group polarization.

The method of group decision-making.

Section 5 Group Conflict and Management

1. Main content

Section 5, Group Conflict, refers to a conflict between a group and a group. This section first introduces the concept of social category and social identity, then introduces the stereotype based on social category, then introduces the conflict between groups and the causes, and finally introduces how to solve the group conflict.

2. Basic concepts and knowledge points

Social category, social identity, stereotypes, conflicts between groups

3. Questions and applications (competence requirements)

Describe the phenomenon of "self-fulfilling prophecy" in stereotypes and give examples based on your observations of life.

What strategies and approaches can be used to resolve group conflicts?

(3) Thinking and practice

ponder:

What are the factors that influence interactions between groups? List, rank, and explain the relative importance of the various influencing factors based on your actual experience.

Review the various interactions that occur in your group and explain why.

practice:

Describe the roles you play and face in the group, and how do you deal with them?

The reason for the difference in cohesion between the different groups you belong to.

Describe the collective decision-making process you've participated in recently and analyze how you can improve the quality of your decisions.

(4) Teaching methods and means

This chapter mainly uses the combination of classroom teaching, multimedia teaching, group discussion and classroom discussion.

**Chapter 4 Team**

(1) Purposes and requirements

1. Understand the characteristics of the team, grasp the framework for comparing teams with groups, understand the role of teams at the individual, team, organizational levels, understand the principles of team size and skill set, and master the four stages of team creation and development, each stage of management measures.
2. Understand the four task teams, understand the types of teams in functional and process organizations, and understand the diversity and networking of teams.
3. Master the basic principles of team goal formation, understand the value system and personality of team members selection points, understand team communication, conflict, team culture and team norms, as well as team leadership and decision-making and other principles of team process management.
4. Understand the concept of team effectiveness, master the team performance evaluation method, and the role of team performance evaluation.

(2) The content of the teaching

Section 1 The characteristics of the team

1. Main content

The first section introduces the characteristics of the team, including the difference between the team and the general work group; The role of the team; the size of the team; the team needs people of three different skill types; the four stages of team creation and development and the corresponding management approach.

2. Basic concepts and knowledge points

The comparison of team, team and group, team role, stage of team formation

3. Questions and applications (competence requirements)

What is the difference between a team and an individual and a group?

Management points for the team's concussion phase.

Section 2 The type of team

1. Main content

Section 2 describes the type of team. It can be classified according to task type, team-organization combination, team diversity, team networking, etc.

2. Basic concepts and knowledge points

The type of team

3. Questions and applications (competence requirements)

Take a practical case study of the characteristics of different types of teams.

Section 3 Team process management

1. Main content

Section 3 introduces team process management, including team goal formation process, team leadership style, team member selection, team member's functional role and team role, team communication, team conflict, team culture, team norms, team leadership, team decision-making, and so on.

2. Basic concepts and knowledge points

Team operations, team communication and interaction, team leadership and decision-making

3. Questions and applications (competence requirements)

What is the particularity of team building in the context of Chinese culture?

Section 4 Team Effectiveness and Evaluation

1. Main content

Section 4 Team Effectiveness and Evaluation. Team effectiveness is different from traditional individual-based performance, but also different from the overall performance of the organization, considering the team's coordination and the team's value creation of the overall performance of the organization.

2. Basic concepts and knowledge points

Team effectiveness

3. Questions and applications (competence requirements)

How to measure team effectiveness.

(3) Thinking and practice

ponder:

How do you distinguish between teams and groups?

What is the stage of team development? Please give an example.

Discuss the characteristics of an effective team around you.

Combined with the various team activities you usually participate in, analyze the challenges faced by team management.

practice:

The startup team is different from the general team, please talk about what factors do you think are the most needed for the startup team?

For a self-managed team like Luo Zhan thinking, how to achieve effective team management, please tell me your opinion?

(4) Teaching methods and means

This chapter mainly uses the combination of classroom teaching, multimedia teaching, group discussion and classroom discussion.

**Chapter 5 Leadership**

(1) Purposes and requirements

1. Understand the emergence and development of various leadership theories, the background of the times.
2. Understand the learning significance of leadership theory, the connotation and application of classical leadership theory and the new leadership theory.
3. Master the main ideas and achievements of leadership practice in Chinese situations.
4. Master the comprehensive application of various methods to refine the Chinese local leadership concept.

(2) The content of the teaching

Section 1 Classic Leadership Theory

1. Main content

The first section defines the four elements of leadership activities and the classical leadership theory. The four elements that make up a leadership activity are: the leader, the leader or follower, the leadership environment, and the leadership goals, which are causal to each other, or the relationship between one of the elements as an intermediary or to regulate other elements, thus determining the impact factors of leadership effectiveness and the complexity of their relationships with each other. Classical leadership theory includes trait theory, multiple types of behavior theory and many types of power change theory.

2. Basic concepts and knowledge points

Trait theory, behavior theory, power change theory

3. Questions and applications (competence requirements)

The main points of the theory of power change and the main contents of different change models.

Section 2 New Leadership Theory

1. Main content

The second section introduces several new leadership theories. Through this section, students should understand the two sides of leadership and the suitability of leadership styles in different situations.

2. Basic concepts and knowledge points

Transformed, servant, moral, authentic, shared, charming, destructive

3. Questions and applications (competence requirements)

Describe the main characteristics of the four aspects of true leadership.

Analyze the type attribution of leaders from real-world cases.

Section 3 Leadership Practice in Chinese Situations

1. Main content

Section 3 Leadership Practice in Chinese Situations. It mainly includes two aspects: First, the local leadership concept and universal interpretation in The Chinese situation, as well as the importance and urgency of systematic research on strengthening the political leadership, ideological leadership, mass organization and social appeal of the Communist Party of China. Second, the Chinese situation test of western leadership theory, such as the test of transformational leadership and leadership-member exchange theory in Chinese situation.

2. Basic concepts and knowledge points

Paternalistic leadership, poor order pattern, Chinese tradition

3. Questions and applications (competence requirements)

Analysis of the root causes and effectiveness of leadership practice in China's context.

(3) Thinking and practice

ponder:

In combination with reality, what's the biggest difference between the leaders and followers around you?

Is the leader born?

Based on their own practical experience, analyze the relationship between situational factors and leadership style?

Where does leadership charm come from?

What is the possible trend of discussing the development of leadership theory in the future, in the light of the background of the times?

(4) Teaching methods and means

This chapter mainly uses the combination of classroom teaching, multimedia teaching, group discussion and classroom discussion.

**Chapter 6 Communication**

(1) Purposes and requirements

1. Master the definition and process of communication.
2. Understand the meaning of communication, the difference between interpersonal communication and organizational communication.
3. Understand the different ways organizations communicate.
4. Master the barriers to organizational communication and effective ways to overcome them.
5. Master the meaning of cross-cultural communication.
6. Understand the meaning and influence of cross-cultural communication.
7. Master cross-cultural communication strategies.

(2) The content of the teaching

Section 1 The basic principles of communication

1. Main content

The first section grasps the meaning and process of communication, understands the meaning of communication, and can distinguish between interpersonal communication and organizational communication. Understanding the meaning of communication requires grasping the following aspects: Communication is first of all the transmission of meaning, communication of information is all-encompassing, can be a simple exchange of information, but also a comprehensive exchange of ideas, emotions, attitudes and values; The purpose of communication is to achieve mutual understanding, not agreement; Communication is a two-way, interactive feedback and understanding process. Students should master the nine elements of communication and two black box operation processes (coding process and decoding process), understand the meaning of communication and interpersonal communication and organizational communication differences.

2. Basic concepts and knowledge points

Communication, communication process, interpersonal communication and organizational communication

3. Questions and applications (competence requirements)

How important communication really is to the organization.

Section 2 Types of organizational communication

1. Main content

The second section introduces the four ways to divide organizational communication. This includes dividing according to communication channels, according to media form, according to information feedback, and according to information technology and organizational communication. Through this section, students should understand the different ways of dividing, so that they can distinguish between different types of organizational communication.

2. Basic concepts and knowledge points

formal communication, informal communication, language communication, non-verbal communication, one-way communication, two-way communication,

3. Questions and applications (competence requirements)

What informal communication means to the organization.

Section 3 Organize communication barriers and overcome

1. Main content

The third section includes two parts: the obstacles to organizational communication and the ways to overcome them. Students should have a clear understanding of the source of organizational communication barriers and effective ways to overcome them.

2. Basic concepts and knowledge points

Barriers to organizational communication

3. Questions and applications (competence requirements)

An effective way to overcome organizational communication barriers

Ideological and political work is our fine style and tradition, which expounds its main characteristics.

Section 4 Cross-Cultural Communication

1. Main content

The fourth section introduces the connotation, significance, influencing factors and strategies of cross-cultural communication. Students should master and understand the meaning of cross-cultural communication, when the sender and receiver of information do not belong to a cultural unit, there is cross-cultural communication. Secondly, students should understand the meaning and influencing factors of cross-cultural communication, and understand how values, behavior orientation, language factors, customs and customs affect cross-cultural communication. Finally, students should master the strategy of cross-cultural communication and understand the methods of establishing effective cross-cultural communication.

2. Basic concepts and knowledge points

Cross-cultural communication

3. Questions and applications (competence requirements)

How to establish effective cross-cultural communication?

(3) Thinking and practice

ponder:

Find an example of communication in your life and analyze it with a communication process model.

What specific impact does the Internet have on communication in your life? How to understand the negative impact of network communication?

practice:

Have you ever experienced communication problems in your organization? How do you handle it?

(4) Teaching methods and means

This chapter mainly uses the combination of classroom teaching, multimedia teaching, group discussion and classroom discussion.

**Chapter 7 Organizational Culture**

(1) Purposes and requirements

This lecture requires students to understand the meaning, content, structure, function and influencing factors of organizational culture.

Learn about the main classification methods and measurement methods of organizational culture.

Understand the meaning, steps, and implementation of the art of organizing cultural construction.

Understand the general model, theoretical characteristics and development trends of China's organizational culture construction.

Students are required to be able to solve practical problems by using the theory they have learned.

(2) The content of the teaching

Section 1 An overview of organizational culture

1. Main content

Section 1 defines the basic concepts of organizational culture.

2. Basic concepts and knowledge points

The content and structure of organizational culture, the function of organizational culture, and the influence factors of organizational culture.

3. Questions and applications (competence requirements)

What are the traditional Chinese cultures that have a great influence on organizational culture?

What are the beneficial effects of reform and opening-up on organizational culture? What are the adverse effects?

Section 2 Classification and measurement of organizational culture

1. Main content

The second section introduces the classification and measurement methods of organizational culture.

2. Basic concepts and knowledge points

The classification of organizational culture, the measurement of organizational culture,

3. Questions and applications (competence requirements)

There may be differences between the organizational culture of Chinese enterprises and the organizational culture of western enterprises.

Section 3 Organization of cultural construction

1. Main content

The third section introduces the basic meaning, steps and implementation art of organizational cultural construction.

2. Basic concepts and knowledge points

Organize cultural construction, organize cultural construction step by step.

3. Questions and applications (competence requirements)

Analysis of the art of organizational cultural construction

Section 4 The practice of organizing cultural construction in China

1. Main content

The fourth section introduces the general model, theoretical framework and development trend of China's organizational culture construction.

2. Basic concepts and knowledge points

The general model of chinese organizational culture construction

3. Questions and applications (competence requirements)

What good suggestions do you have for carrying out Xi Jinping's new era of socialism with Chinese characteristics in the construction of organizational culture?

The relationship between corporate culture and ideological and political work.

(3) Thinking and practice

ponder:

Organizational culture has its positive function, but it also has its negative function, one of which may limit the creativity of individuals in the organization, how do you think the relationship between organizational culture and individual innovation spirit?

practice:

Organizational managers will have a great impact on the formation of organizational culture, but this influence is obviously not unlimited, managers in the design of their own organizational culture, in addition to their own ideals, what factors should be taken into account?

(4) Teaching methods and means

This chapter mainly uses the combination of classroom teaching, multimedia teaching, group discussion and classroom discussion.

**Chapter 8 Organizational Learning and Innovation**

(1) Purposes and requirements

1. Master the definition of organizational learning.
2. Be familiar with the organizational learning level and organizational learning process.
3. Understand the internal and external factors that influence your organization's learning.
4. Master the meaning and characteristics of learning organizations.
5. Understand the positive role of learning organization construction.
6. Master the definition of organizational innovation.
7. Understand the factors that influence organizational innovation and ways to improve internally and externally.
8. Learn about the study of learning organizations and their construction in China.

(2) The content of the teaching

Section 1 Organize learning

1. Main content

The first section grasps the definition of organizational learning, understands the links and differences between organizational learning and individual learning, is familiar with the level of organizational learning and the organizational learning process summarized by existing research institutes, and knows the internal and external factors that affect organizational learning, such as individual, team, organizational and social levels.

2. Basic concepts and knowledge points

Organize learning

3. Questions and applications (competence requirements)

What are the factors that affect organizational learning?

Section 2 Learning Organization

1. Main content

The second section mainly introduces the learning organization. Through this section, students should be able to better understand the meaning and characteristics of learning organizations, the five training models of learning organizations, as well as the relationship between learning organizations and general organizational performance, organizational innovation and individual employees, and know the positive role of learning organization construction.

2. Basic concepts and knowledge points

Learning organization

3. Questions and applications (competence requirements)

The relationship between organizational learning and learning organization.

Section 3 Organizational Innovation

1. Main content

The third section mainly introduces organizational innovation and its influencing factors, and discusses how to improve organizational innovation ability. Students should clearly grasp the meaning of innovation, understand the meaning, connection and difference between individual innovation and organizational innovation, understand the three major factors affecting organizational innovation, organization and environment, and know the internal and external ways for organizations to enhance their innovation ability.

2. Basic concepts and knowledge points

Innovation, individual innovation, organizational innovation

3. Questions and applications (competence requirements)

Ways to improve your organization's ability to innovate

Section 4 Chinese Practice of Learning Organization and Organizational Innovation

1. Main content

The fourth section mainly discusses the localization of learning organizations. Through this section, students should have a clear understanding of the research results of learning organizations in China and their construction.

2. Basic concepts and knowledge points

Made in China, created in China

3. Questions and applications (competence requirements)

The theoretical and practical significance from Made in China to Creation in China.

(3) Thinking and practice

ponder:

Leaders on the one hand is the individual learning, on the other hand, is the enterprise organization learning leader and promoter, as a leader how to balance and grasp these two roles?

practice:

At the organizational level, what specific measures can be taken to enhance the individual learning of employees?

Learning organizations encourage questioning, but the confusion and disunity caused by the challenge process can affect the normal functioning of the organization, how can we avoid the process of creating a learning organization to bring the enterprise into a disordered situation?

(4) Teaching methods and means

This chapter mainly uses the combination of classroom teaching, multimedia teaching, group discussion and classroom discussion.

**Chapter 9 Organizational Change and Development**

(1) Purposes and requirements

1. Master the basic concepts and main theories of organizational change and development.
2. Understand the internal and external motivations and necessity of organizational change and development.
3. Be familiar with the main process and practice law of organizational change and development.
4. Understand the resistance to organizational change and strategies and methods to overcome it.
5. Analyze new trends in organizational change in the context of the Internet, big data, and artificial intelligence.

(2) The content of the teaching

Section 1 Overview of Organizational Change and Development

1. Main content

Section 1 Overview of Organizational Change and Development. Organizational change is essentially the process by which the organization adjusts, changes and innovates the elements of its composition in order to adapt to the changes in the internal and external environment, so as to better achieve the organizational goals. Organizational change is an important means of organizational development, which is of great significance to maintain the survival of the organization, promote the sound development of the organization and reflect the essential characteristics of the organization.

2. Basic concepts and knowledge points

Organizational change, organizational development

3. Questions and applications (competence requirements)

The motivation for organizational change and development

Section 2 Systematic model of organizational change and development

1. Main content

Section 2 Systematic model of organizational change and development. Based on the theory of organizational change and development, combined with the practice of organizational change and development management, this book puts forward the systematic model of organizational change and development, including the analysis of organizational motivation, diagnosis of organizational problems, design, implementation and evaluation of change programs, and discusses the four links of the model, emphasizing that organizational change and development is a complete process rather than a simple project event, in order to fully understand the organizational change of enterprises and improve the effectiveness of organizational change and development.

2. Basic concepts and knowledge points

A systematic model of organizational change and development

3. Questions and applications (competence requirements)

A general process for organizational change.

Section 3 The resistance to organizational change and its overcoming

1. Main content

Section 3 The resistance to organizational change and its overcoming. Organizational change is a process of "except the old and the new", which is bound to break the system form of the original organization, touch the interest pattern within the original organization, and change the original operating mechanism, which will encounter resistance and form the adverse conditions for change. Successful implementation of organizational change requires an analysis of the resistance to organizational change and appropriate measures.

2. Basic concepts and knowledge points

Organizational resistance to change

3. Questions and applications (competence requirements)

How to overcome the resistance to organizational change.

Section 4 Organizational Trends and New Types of Organizations

1. Main content

Section 4 Organizational Trends and New Types of Organizations. Social organizations are in the process of continuous development, which includes the withdrawal of some social organizations from the historical stage to fulfill their historical mission, and the emerging of other organizations adapted to the needs of society. Most of the traditional social organizations divide the management level and management range from top to bottom, with a hierarchical pyramid structure. With the development of the diversity of structural forms, modern social organizations have changed from centralization to decentralization to organicity to flat, team and network to varying degrees.

2. Basic concepts and knowledge points

The development trend of the organization, the new type of organization

3. Questions and applications (competence requirements)

What are the new trends in organizational development?

(3) Thinking and practice

ponder:

What are the motivations and resistances to organizational change in combination with examples? How to deal with these resistances?

A well-known organizational theorist said: "The pressure for organizational change comes from the environment, and the pressure to maintain stability comes from within the organization." "Do you agree with that?"

Which changes do you think will make organization members more resistant to: changes in organizational structure, technological changes, changes in management systems, changes in personnel, changes in the physical environment of the organization? Why?

(4) Teaching methods and means

This chapter mainly uses the combination of classroom teaching, multimedia teaching, group discussion and classroom discussion.

**Chapter 10 Relationship between the Individual and the Organization**

(1) Purposes and requirements

1. Understand the organizational commitment, psychological contract, organizational citizenship behavior and "ownership" spirit under the Chinese cultural situation.
2. Understand the concept and role of individual-organizational fit, understand the concept and content of organizational socialization, understand and organize the concept of identity and organizational commitment, and understand the influence factors of organizational civic behavior.
3. Master the content and measurement of individual-organizational fit, master the strategy of organizational socialization and individual socialization, master the pre-factor and result variables of organizational identity and organizational commitment, master the concept of psychological contract, the mechanism of formation and mechanism of action, and master the concept of organizational citizen behavior and its dimensional differences in the context of Chinese and Western background.

(2) The content of the teaching

Section 1 Personal-Organizational Fit

1. Main content

Section 1 introduces the concept, content, measurement, and role of individual-organizational fit. Individual-organizational fit is a kind of research based on the combination of individual and tissue, by analyzing the degree of fit between the two, to reveal the reasons for the decision of fit, and the resulting effects. Individual-organizational fit can be divided into complementary fit and complementary fit, and when individual and organization values are aligned, it can have some beneficial effects on individual and organization.

2. Basic concepts and knowledge points

Personal-organizational fit

3. Questions and applications (competence requirements)

What are the aspects of the organization's alignment with its employees?

Section 2 Organizational Socialization and Individual Strategies

1. Main content

Section 2 introduces the concepts, content, strategies, and individual socialization strategies of organizational socialization. After an individual enters an organization, the process of becoming an outsider to a member of an organization is the process of socialization of the organization. Organizational socialization can be summed up in four dimensions: competence, clear roles, identity culture, and integration into the team. In the process of organizational socialization, individuals are both active and passive, although the organization is dominant, but not mandatory, so it distinguishes between organizational socialization strategy and individual socialization strategy.

2. Basic concepts and knowledge points

Organizational socialization

3. Questions and applications (competence requirements)

What are the strategies for organizing socialization?

Section 3 Organizational Identity and Organizational Commitment

1. Main content

Section 3 introduces organizational identity and organizational commitment. "At the heart of the concept of organisational identity is persistence and multiplicity, with the pre-factor variables being factors at the organizational and individual levels, such as organisational characteristics, organisational reputation, personal length of service, Member freshness, etc., organizational identity can enhance team cohesion, improve organizational competitive advantage, affect the individual's organizational civic behavior and cooperation intentions. Organizational commitment refers to the degree of acceptance and acceptance of a particular organization and its goals, as well as the willingness to continue to be a member of the organization, including emotional commitment, continuous commitment, and normative commitment. Organizational commitment reduces willingness to leave and improves job performance. Differences between Chinese and Western cultures can affect the expression of organizational commitment.

2. Basic concepts and knowledge points

Organizational identity, organizational commitment

3. Questions and applications (competence requirements)

The difference between organizational commitment and organizational identity.

Section 4 Psychological Contract

1. Main content

Section 4 introduces the concept of psychological contract, the mechanism of formation and the mechanism of action. Psychological contract is a psychological agreement of organization and individual, it is different from legal treaty, is a wordless agreement, or a kind of spiritual tacit understanding. The formation of psychological contract is influenced by the factors related to individual work experience, organizational culture, human resources policy and practice. At the organizational level, psychological contract can promote the harmony of employee relations and improve organizational cohesion. At the individual level, psychological contract can improve job satisfaction, security, motivation, organizational citizenship and attendance, and reduce the willingness to leave.

2. Basic concepts and knowledge points

Psychological contract

3. Questions and applications (competence requirements)

What are the factors and effects of psychological contract?

Section 5 Organization of Civic Behavior

1. Main content

Section 5 introduces the organization of civic behavior. Organizational citizen behavior is the employee's autonomous behavior, it is not stipulated in the formal compensation system, but a kind of self-directed behavior that can improve the performance of the organization. In the background of Western organizations, the organization of civic behavior is as follows: civic morality, otherwise, conscientious compliance, athlete spirit, politeness and friendliness. The emergence of organizational citizen behavior mainly has two influencing factors: individual and situation. The behavior of Chinese organizations is slightly different from the conclusions of the West , divided into five dimensions : identity organization , helping colleagues , taking responsibility seriously , harmonious people , and protecting resources .

2. Basic concepts and knowledge points

Organize civic behavior

3. Questions and applications (competence requirements)

How can I improve the organizational citizenship of my employees?

(3) Thinking and practice

ponder:

Ways to enhance organizational commitment and organizational identity

How do Chinese enterprises encourage the organization of civic behavior?

practice:

Design practical strategies for organizational socialization of new employees.

(4) Teaching methods and means

This chapter mainly uses the combination of classroom teaching, multimedia teaching, group discussion and classroom discussion.

**Ⅴ. The allocation of school hours in each teaching session**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  **Teaching****The number** **of teaching hours****Course content** | **Lecture** | **Practice****title****lesson** | **Marry****discuss****lesson** | **Exercitation** | **Other teaching sessions** | **Subtotal** |
| prolegomenon | 4 |  |  |  |  | 4 |
| Chapter 1 | 3 |  |  |  | 1 | 4 |
| Chapter 2 | 3 |  |  |  | 1 | 4 |
| Chapter 3 | 3 |  |  |  | 1 | 4 |
| Chapter 4 | 3 |  |  |  | 1 | 4 |
| Chapter 5 | 3 |  |  |  | 1 | 4 |
| Chapter 6 | 3 |  |  |  | 1 | 4 |
| Chapter 7 | 3 |  |  |  | 1 | 4 |
| Chapter 8 | 3 |  |  |  | 1 | 4 |
| Chapter 9 | 3 |  |  |  | 1 | 4 |
| Chapter 10 | 3 |  |  |  | 1 | 4 |
| review | 4 |  |  |  |  | 4 |
| total | 38 |  |  |  | 10 | 48 |

**Ⅵ. course assessment**

(1) The method of assessment

examination

(2) The composition of the achievement

Usually score ratio:40% final exam ratio: 60%.

Research assignments accounted for 30%, team case study assignments accounted for 30%, classroom interaction accounted for 20%, personal assignments accounted for 10%, attendance accounted for 10%.

(3) The standard of performance appraisal

On the basis of students' mastery of basic knowledge, the emphasis is on assessing students' problem-solving ability, document collection ability, analytical ability, innovation ability and team-collaboration ability. Further study of students' political, cultural and social values of the cognitive level.

**Ⅶ. recommended teaching materials and teaching reference resources**

Sun Jianmin, Zhang De. Organizational Behavior. Beijing: Higher Education Press, 2019

Chen Chunhua, Yang Zhong, Cao Zhoutao. Organizational Behavior (2nd Edition). Beijing: Machinery Industry Press, 2016

Robbins. Organizational Behavior (14th edition). Beijing: Chinese Min University Press, 2015

**Ⅷ. other instructions**

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Outline reviewer: Date of validation: