



BBA-B3-HRM-01-E-L MRS
ORGANIZATIONAL BEHAVIOR
Semester 2: 2019-2020

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OFFICE HOURS	By appointment

COURSE DELIVERABLE	DUE DATE	WEIGHT ON FINAL GRADE
Essay	Date to be decided during the first session	20%
Participation: case studies, play role, etc.	Ongoing	20%
Final Examination	Session 10	60%

Kedge Business School and its professors encourage you to use your Pro-Acts, company projects and internships as privileged opportunities to apply the reflections, theories, concepts and tools presented during this course

INTRODUCTION AND OBJECTIVES

Course Purpose and Objectives

Ideas about people and organizations are often based on preconceived notions that you accept as facts. Just think about the ideas you have right now on this subject. The idea of this course is to develop a capacity to understand why people engage in certain behavior, and to learn how to better deal with other people's behavior. People react differently under different conditions and contexts. The latter is less the case with subjects such as calculus, physics and chemistry.

OB does not only introduce a set of concepts and theories, it also deals with a lot of commonly accepted "facts" about human behavior and organizations. Common sense might lead to erroneous understanding. Many proverbs are good examples of such preconceived values. Observers do not have access to the same data and can only interpret these observations within their perceived frame.

This OB course aims to replace popularly held notions with science-based conclusions (data gathered, interpreted in a reasonably rigorous manner). Some are counter-intuitive.

OB is neither a natural nor an absolute science; it draws on a range of disciplines and is viewed from a variety of perspectives. Rather than providing an absolute or perfect body of knowledge and expertise, each of these offers a different point of view on the whole, so that as complete an understanding as possible may be built up. Moreover, each discipline and perspective is incomplete and imperfect. Each is in itself an ever developing and enlarging field. The fields we draw on are: psychology, sociology, anthropology, economics, ethics and statistics.

Organizational behavior also has to do with a search for one's own personality. Concepts do help, but it is all related to ones own images.

Courses contribution to program objectives

- *Course Contribution to the "understanding of management foundations and techniques" (KB1)*

In this course the students will start exploring the "people side" of management. They will get a better understanding of the structure and hierarchy of an organization, its environment, the management of individuals and their motivations, as well as the relationships of power within the organization.

- *Course Contribution to the "Developing and mastering business and communication skills, teamwork and leadership" (KB2)*

An important part of the manager's activity is dedicated to managing relationships at work, so through this course, students will better understand the role of the manager in this area, as well as the stakes of these "soft" skills and the difficulties they may encounter in the future as managers of individuals and teams. They will also be able through role-plays and practical activities to test and develop their abilities to work and make decisions in group-situations, to handle conflicts, and generally to get their first insights into how people work together in a professional setting.

Course Description

Throughout the course, we will focus on several key aspects of organizational behavior, including: perception, attitudes, satisfaction, and personality, individual and group decision-making, group behavior, leadership, power, motivation, emotions, diversity, negotiation, conflicts in organizations and organizational structure.

COURSE MATERIAL

Textbook (Available in ebook on Dawsonera via campus virtuel and the HUB website)

Robbins S.P. & Judge T.A. (2018), *Organizational Behavior*. Pearson Education, 18th Edition.

SUPPLEMENTARY READINGS

List of References

1. Griffin, Ricky W. (2004), *Dark Side of Organizational Behavior*. San Francisco, CA, USA: Jossey-Bass, Incorporated Publishers. Available on cyberlibris.
2. March, James G. (2005), *On Leadership*. Williston, VT, USA: Blackwell Publishing. Available on cyberlibris.
3. Brett J.M. (2007), *Negotiating globally*, John Wiley and Sons.San Francisco, CA. Available on cyberlibris
4. Osland, J., Kolb, D, Rubin, I, and Turner, M., (2007), *Organizational Behavior : An experiential approach*, 8th edition, Prentice Hall, Pearson, Upper Saddle River, New Jersey, 738 pages. Available at the HUB.
5. Schneider S.C., Barsoux J.L. (1999), *Managing across cultures*, Printice Hall, London. Available at the HUB.
6. Wellington P. (2012), *Managing successful teams*, Kogan Page, Available on cyberlibris.

Electronic resources

You will find on Campus Virtual other resources for this course, as well as all the course materials such as the slides.

COURSE CONTENTS AND TIMETABLE

SESSIONS	TOPIC	PRELIMINARY READING(S) AND ASSIGNMENTS	ADDITIONAL ASSIGNMENTS	READING(S)	AND
1	Introduction to Organizational Behavior: What is OB, what's an organization, what are the roles, activities, functions of the manager?	1	None		
2	Foundation of group Vs. Team behavior	9&10		Play role on the difference between a group and a team	
3	Attitudes & Job satisfaction, Personality & Values	3&5		- Essay Group assignment on topic of session 2	
4	Leadership	12		- Essay Group assignment on topic of session 3	
5	Power & political behavior	13		- Essay Group assignment on topic of session 4	
6	Motivation	7&8		- Essay Group assignment on topic of session 5	
7	Diversity	2		- Essay Group assignment on topic of session 6	
8	Negotiation & Conflict	14		- Essay Group assignment on topic of session 7	
9	Organizational culture	16		- Essay Group assignment on topic of session 8	
10	Final Exam				

TEACHING APPROACH/ INSTRUCTIONAL METHODS

Advice

Organizational Behavior is a subject that needs to be taught in a very interactive way, as the theoretical concepts can be completely new to students and as many students may not have any work experience to relate them to. So we advise students to read the chapters related to the theme of the session and review the course content of the previous session before coming to class.

Organization of the sessions

Each tool or concept is therefore treated first in theory to enable a clear understanding then through role-plays and practical exercises to enable a deeper understanding and analysis. During the course, groups of students will create virtual organizations, which will serve throughout as fields for experimentation of each topic. Starting with the identity of the organization, how the group makes decisions, then the environment of this organization, its structure, its motivation plan etc.

Some videos will also be used to illustrate concepts, which could appear too abstract to students who have never experienced work or never been part of a professional organization.

Individual Assignments

The individual assignment is the final exam, it's a case study to be analyzed based on different questions related to the course concepts and it represents 60% of the final grade.

Computers, notes and other material are NOT allowed during the examination scheduled for three hours.

Group work

There are two group work grades. One group work is related to the group presentation (topic and group members to be determined at the first session) to be made in the beginning of the session on the subject chose and it worth 20% of the final grade. Another group will participate as a jury to assess the presentation, ask questions and conduct a debate. This jury group will be also graded. This grade will be added to the other ongoing group work in class (case studies, play role, etc.) and it worth 20% of final grade.

EVALUATION OF STUDENT PERFORMANCE

The evaluation of this course emphasizes your understanding of individual and group behavior in organizations.

Two assignment (20% each)	40%
Final examination	60%
TOTAL	100 %

Methods Used to Evaluate Student Performance

Collective assessment (40%)

Essay group presentation (20%)

From lecture 3 to 9, one group will present an essay about the topic seen in class the previous session – Cf. table course content page 4 (the theme will be chosen at the first session). **The essay should reflect at least two experiences of the group members, and show that the students are able to use the concepts of the course to analyze these experiences.** The students could also use a video from YouTube or any other source related to their topic to nurture their analysis of their experiences.

The presentation of the essay should be 15 minutes in length, followed by a discussion of 10 - 15 minutes. Another group will participate as a jury to assess the presentation, ask questions and conduct a debate.

The PPT MUST include the theme, the names of the students and the group number. The PPT MUST be sent to the professor by email and also printed and given back to the professor the day of the presentation.

No change in the presentation order for each session and theme is allowed

Evaluation Criteria

	Exceeds expectations	Meets expectations	Below expectations
Understanding of key concepts (20%)	Excellent knowledge and deep understanding of principles and concepts	Appropriate knowledge and understanding of principles and concepts	Limited and/or superficial knowledge of key principles and concepts
Critical thinking (20%)	Critical evaluation and synthesis of issues and material which includes original and reflective thinking	Accurate description of main issues and material, with some critical evaluation	Omission of some relevant material
Relevance of analysis (30%)	Clear evidence of relevant application of theory, and/or empirical results, where applicable	Occasional relevant application of theory, and/or empirical results where applicable	No evidence of relevant application of theory and/or empirical results
Ability to raise interesting questions for debate (10%)	Excellent ability to raise pertinent and original questions	Good ability to raise pertinent questions	Poor ability to raise pertinent questions
Presentation skills (20%)	Presentation with excellent script and flow, logically structured, using correct command of English	Well-structured presentation with acceptable command of English	Poor presentation and command of English

Individual Assignments***Participation (20%)***

Classroom discussion represents a unique opportunity for you to develop and enhance your confidence and skill in articulating a personal position, reacting “on the spot” to new ideas, and receiving and providing critical feedback from a group of assertive and demanding colleagues. This is an opportunity that all of you are encouraged to seize. The grade assigned for your classroom contribution is a careful assessment of the value of your input to the classroom learning. Emphasis will be placed on both the quantity and quality of contribution. Therefore, you must record and turn in to me your classroom contribution(s) each class before you leave.

In-class participation is so important for this class that it has been given a 20% weight towards your final grade. You have many opportunities to improve this grade: answer

questions, play-role, analysis of case study/video, participation to a jury, etc. Notice however that participating entails something more than simply “talking”. A valuable contribution should meet some of the following criteria:

- It provides a new idea, a new piece of information or a new perspective on the problem under study;
- It synthesizes ideas presented previously, underlying possible relations, consistencies or inconsistencies among them;
- It questions the validity of the underlying assumptions;
- It raises new questions that might in turn raise other new ideas;
- It contributes to the maintenance of group dynamics, establishing a thought-provoking atmosphere, or resolving possible conflicts among other participants;
- It shows that the person has listened to and tried to understand other people’s contributions;

Individual Assignments

Final Examination (60%)

The examination will consist of a case study analysis and a reflection on different questions related to the course concepts.

Evaluation Criteria

This evaluation is based on the student’s understanding of the case and the concepts seen in class, his/her capacity to apply them to the case study and his/her capacity to analyze the case.

Understanding of key concepts	40%
Application of concepts to the case	60%

	Exceeds expectations	Meets expectations	Below expectations
Ability of understanding concepts, such as attitudes, conflict and power (20%)	Excellent knowledge and deep understanding of all concepts seen in class, such as attitudes, conflict and power	Appropriate knowledge and understanding of some concepts seen in class, such as attitudes, conflict and power	Limited and/or superficial knowledge of all concepts seen in class, such as attitudes, conflict and power
Ability of analyzing managerial situations through concepts, such as	Clear evidence of relevant application of all concepts seen in class, such as	Occasional relevant application of some concepts seen in class, such as	No evidence of relevant application of all concepts seen in class, such as

attitudes, conflict and power (20%)	attitudes, conflict and power, and/or empirical results, where applicable	attitudes, conflict and power, and/or empirical results where applicable	attitudes, conflict and power, and/or empirical results
Ability of understanding team-related concepts (10%)	Excellent knowledge and deep understanding of all team-related concepts, such as groupthink	Appropriate knowledge and understanding of some team-related concepts, such as groupthink	Limited and/or superficial knowledge of all team-related concepts, such as groupthink
Ability of analyzing managerial situations through team-related concepts (20%)	Very relevant application of all team behavior theories, and/or empirical results where applicable, e.g., excellent ability to make decisions in team contexts	Occasional relevant application of some team behavior theories, and/or empirical results where applicable, e.g., moderate ability to make decisions in team contexts	No evidence of relevant application of all team behavior theories and/or empirical results where applicable, e.g., poor ability to make decisions in team contexts
Ability of understanding leadership concepts (10%)	Superior knowledge and deep understanding of all leadership concepts, such as transformational vs. transactional leadership	Appropriate knowledge and understanding of some leadership concepts, such as transformational vs. transactional leadership	Limited and/or superficial knowledge of all leadership concepts, such as transformational vs. transactional leadership
Ability of analyzing managerial situations through leadership concepts (20%)	Demonstrating excellent leadership skills by clearly applying leadership concepts, e.g., excellent ability to handle conflict	Demonstrating appropriate leadership skills by occasionally applying leadership concepts, e.g., moderate ability to handle conflict	No evidence of relevant application of leadership skills, e.g., poor ability to handle conflict



BIOGRAPHY

Dr. Dorra Yahiaoui is Professor at Kedge Business School and Head of Management Department. She is teaching Human Resource Management and Organizational Behavior. She holds a PhD in Management from the University of Lyon III (France) and head of the research group *Human Resource Management* at EuroMed Research Business Institute. Previously, she was a professor at Normandy Business School where she was in charge of international short programme, 3rd year bachelor and head of Cross-cultural management research group. She also held a position as professor at other prestigious schools in France such as EM Lyon, Euromed Marseille, IAE Lyon, ULCO University of Boulogne sur Mer. She had teaching experience abroad at Nicosia School of Business, IME Douala, Lomé Business School, University of Balamand, among other institutions. Her research is mainly focused on HRM practices within international context, the transnational innovation, and the Management in Middle East, North Africa and Asian countries.



BIOGRAPHY

Dr. Chi ZHANG, is an assistant professor of management at KEDGE Business School in Marseille, where he teaches courses in intercultural management, organizational behavior, and human resources. He earned his doctoral degree in management from Ecricome and the University of Pau in France. His research areas include cross cultural management, *guanxi*, international business, and buyer– supplier relationships.

ACADEMIC FRAUD

Definition

Academic fraud is a breach of ethics.

“Is achieved using unfair means or deception, to obtain material or undue moral advantage, or with the intent to avoid the enforcement of laws”. (Translated from the original source: Dictionnaire Juridique des Lois, 2010, available at: www.dictionnaire-juridique.com/definition/fraude/php)

Plagiarism consists of attributing authorship by (partial or total) copying, imitation or misappropriation.

The act of fraud is committed by one or more students/participants when they:

- appropriate written or oral work to themselves when they are not the author (in whole or in part) of the work, by omitting any references or quotations to the author or to the owner of the work;
- present any data that has been falsified or invented in any way;
- use the identity of the author, attributing the contents of and/or a resource to him/her, but without explicitly mentioning that they are not the author;
- appropriate the creative work of someone else and present it as their own;
- acquire excerpts of texts, images, results etc. from external sources by including them in their own work without mentioning the origins of the excerpts;
- summarise the original idea of an author by expressing it in their own words but omit quoting the source;
- cheat in an academic evaluation.

Plagiarism can occur in:

- an academic article or book;
- an exercise or a case study;
- a study or a report;
- a dissertation or a thesis;
- any document of which the student/participant is not, but purports to be the author.

Sanctions

Any student/participant having committed academic fraud, or having participated in it, will be sanctioned by the professor in charge of the course. The professor can apply 1st and 2nd level sanctions (detailed below). The professor will send a copy of the sanction to the student's/participant's program. The student/participant will be informed/and or convoked by the program director (or his/her representative) to a hearing prior to the possible convening of the Euromed Management Disciplinary Council. In the case of a hearing of the Disciplinary Council, they can decide to apply 3rd and 4th level of sanctions.

Any student/participant guilty of academic fraud will receive one of the following sanctions:

- Applied by the professor in charge of the course, Euromed Management faculty member (1st and 2nd level):
 - A grade of zero for the work concerned and a formal warning;
 - A grade of zero for the course or module concerned and a formal warning.
- Applied by Euromed Management's Disciplinary Council (3rd and 4th level):
 - Suspension from the programme for one or two semesters;
 - Exclusion from the programme.

N.B.: Plagiarism within a partner institution can result in these sanctions being applied by Euromed-Management, notwithstanding partner's decision.