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# Leadership and Organizational Behaviors in China

**Course Teacher:** Min WU

**Teaching Language:** English

**Contact Hours:** 54

**Prerequisites:** None

**Semester:** Spring

**Course Code:**

**Targeted Students:** Master Candidate

**Extracurricular class hours:** 54

**Number of learners:** Less than 40

**Credits:** 3

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## 1. Course Description





This course is designed as an introduction to organizational analysis and human resource management with different leadership style for Non-HR managers. The intent of the course is not to provide technical skills in organizational consulting or human resource management as a HR professional, but rather to provide a strategic framework for understanding human behavior from managerial perspective, getting insights on leadership, human resource management and shaping organizational behavior.

The course seeks to present human resource management with different leadership style as strategic issues no less significant than the management of any other organizational strategic asset. Day-to-day human resource quandaries are discussed in the context of mainstream economic, psychological, and organizational theory, as well as of the context of globalization. By the end of the course, students should have a good understanding of the contingencies that need to be considered in the design of different organizational systems and human resource systems with different leadership styles that are congruent with and supportive of particular business strategies.

## 2. Course Objectives and Requirements

### 2.1. Course Objectives :

The aim of this course is to provide a critical review of many of the most significant theories within the field of Leadership, Organizational Behavior and Human Resource Management, to improve the students' understanding on these theories and applying these theories to cases from real world. By the end of this course, the students should get:

-  Relevant Knowledge on HRM, by lecture.
-  Analytical skill: by class discussion, group work and individual work.
-  Teamwork Skill: by group work.
-  Cultural Capacity: by working with classmates from different countries with different cultural background.

- ✚ Communication Skill in global context: by group working and class discussion, Oral presentation in English.
- ✚ Awareness on morality standard and ethical issues in different countries with different cultural, and skills on ethical reasoning in OB and HRM field.
- ✚ Interpersonal Skill and Networking Skill in global context: by group working.

## 2.2. Requirements :

The course will consist of 13 sessions, as detailed below. We meet once a week as 1 session, there are 4 classes per session.

Students are required to prepare the class in advance, such as read the cases, prepare a presentation. We do not have any exams, but we have a lot individual and group works, and final project.

Since studying is based on case and class discussions, and exchanging of the students' ideas and experiences, participants will be encouraged to take an active part and share their experiences and quandaries with the class. Students are, therefore, expected to attend and participate in all class sessions.

Any feedback, whether verbally or electronically, on anything that concerns you is always appreciated.

## 3. Teaching Methods

1. Knowledge delivery
2. Group discussion and Class discussion
3. Experiential pedagogy:  
Based on case study, see how all the theories could help you to understand the current HR, OB and leadership issues and could be applied to solve a managerial problem in multicultural context.

## 4. Course Arrangement

	Topics
<b>Session 1</b>	<ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. Background <ul style="list-style-type: none"> <li>▪ Chinese Culture and Institutional Environment: History</li> <li>▪ Chinese Culture and Institutional Environment: Roots &amp; Reality</li> </ul> </li> <li>3. Multinational Company in China</li> <li>4. Group Forming and Group Work Arrangement</li> </ol>
<b>Required Works</b>	<p><b>Assigned cases from “Phishing for Phools”</b></p> <p><b>A movie: Focus</b></p>
<b>Session 2</b>	<ol style="list-style-type: none"> <li>5. Perception &amp; Cognition <ul style="list-style-type: none"> <li>▪ Psychology, Sociology and Philosophy Perspectives</li> <li>▪ The Economics of Manipulation and Deception</li> <li>▪ Group work</li> </ul> </li> </ol>
<b>Session 3</b>	<ol style="list-style-type: none"> <li>6. Social Influence Process: Individual vs Environment</li> <li>7. Group Presentation</li> </ol>
<b>Required Readings</b>	<p><b>A movie: Wave (Germen with English or Chinses subtitle)</b></p> <p><b>Gustave Le Bon, Psychologie des foules, The Echo library, 2008 (French)</b></p>
<b>Session 4</b>	<ol style="list-style-type: none"> <li>8. Behaviour vs. Mind</li> <li>9. Organizational Culture and its managerial functions</li> <li>10. Shape Individual Behaviour &amp; HR Development</li> </ol>
<b>Session 5</b>	<ol style="list-style-type: none"> <li>11. Business Strategy vs HR Strategy</li> <li>12. HR Strategy vs Functional Strategies</li> <li>13. Reward Strategy &amp; Compensation system</li> </ol>
<b>Required Works</b>	<p><b>Individual work</b></p> <p><b>Must Read: “JetBlue Airways: Starting From Scratch” HBS 9-801-354</b></p>
<b>Session 6</b>	<ol style="list-style-type: none"> <li>14. System Design <ul style="list-style-type: none"> <li>▪ Case Study: JetBlue Airways: Starting From Scratch” HBS 9-801-354</li> </ul> </li> <li>15. Shape Organizational Behavior</li> </ol>
<b>Required Works</b>	<p><b>Group work</b></p> <p><b>Must Read: “Merck &amp; Co., Inc. - A” HBS 9-491-005 (Merck A)</b></p>
<b>Session 7</b>	<ol style="list-style-type: none"> <li>16. Performance Management</li> <li>17. Goal Setting and Motivation <ul style="list-style-type: none"> <li>▪ Case Study: “Merck &amp; Co., Inc. - A” HBS 9-491-005 (Merck A)</li> </ul> </li> </ol>
<b>Required Readings</b>	<p><b>Individual work</b></p> <p><b>Must Read: “Intel in China” (Ivey, 9A99C007)</b></p>
<b>Session 8</b>	<ol style="list-style-type: none"> <li>18. Power and Power Structure Analysis inside organization <ul style="list-style-type: none"> <li>▪ Case Study: “Intel in China” (Ivey, 9A99C007)</li> </ul> </li> </ol>

<b>Required Works</b>	<b>Group Work</b> <b>Must Read: Camp Dresser &amp; McKee: Getting Incentives Right (Harvard 9-902-122)</b>
<b>Session 9-10</b>	19. Management in action <ul style="list-style-type: none"> <li>▪ Problem shooting on CDM Case</li> <li>▪ Solutions on CDM Case</li> </ul>
<b>Required Works</b>	<b>Suicide at Foxconn Shen Zhen</b>
<b>Session 11</b>	20. Management in action <ul style="list-style-type: none"> <li>▪ Case study: Suicide at Foxconn Shen Zhen</li> <li>▪ Group Work</li> </ul>
<b>Session 12</b>	21. Management in action <ul style="list-style-type: none"> <li>▪ Case study: Sears Auto Centers (A) (Abridged), HBS#9-304-063</li> <li>▪ Group Work</li> </ul>
<b>Required Works</b>	<b>Individual work</b> <b>Leadership Questionnaire</b>
<b>Session 13</b>	22. Leadership vs Management <ul style="list-style-type: none"> <li>▪ Situational Leadership Analysis</li> </ul> 23. Trends in the future <ul style="list-style-type: none"> <li>✚ New generation in HR market</li> <li>✚ Industry delocalization flow and Globalization</li> <li>✚ New environment shaped by new technology</li> </ul> 24. Wrap up
<b>Week 17</b>	<b>Final Project (submit to obwuminob@outlook.com)</b>

## 5. Learning Outcomes

<b>Category</b>	<b>Learning Outcomes</b>
Knowledge Learned	1. Relevant Knowledge and theory on HRM, OB and leadership
Intellectual abilities Improved	1. Analytical skill; 2. Critical thinking
Practical skills improved	1. Communication Skill in global context; 2. Oral presentation skill in English; 3. Teamwork Skill; 4. Interpersonal Skill and Networking Skill in global context
Personal competences and characters Cultivated	1. Leadership style 2. Team work spirit 3. Cultural Capacity: by working with classmates from different countries with different cultural background.

## 6. Performance Evaluation: Means & Ratio

Evaluation Means	Ratio ( % )	Link with learning outcomes expected
Class Participation	25	All Category
Group Work	35	All Category
Individual work	40	All Category

## 7. Cases

1. Jet Blue Airway ( Harvard 9-801-354)
2. Merck & Co.,Inc. (A), HBS 9-491-005
3. Camp Dresser & McKee: Getting Incentives Right (Harvard 9-902-122)
4. Sears Auto Centers (A) (Abridged), HBS#[9-304-063](#)
5. Intel in China (Ivey, 9A99C007)
6. Suicide at Foxconn Shen Zhen 2010

## 8.Textbook, References and Reading Materials

**No Textbook is required**

**References and Reading Material:**

1. Inside Chinese Business: A Guide for Managers Worldwide, Ming-Jer Chen, Harvard Business School Press.
2. Human Resources for the Non-HR Manager, Carol T. Kulik, Routledge (Taylor-Francis Group).
3. Organizational Behavior, the 6<sup>th</sup> Edition, Andrzej A. Huczynski, David A. Buchanan, Prentice Hall.
4. Psychologie des foules, Gustave Le Bon, The Echo library, 2008 (French), or Any version in your own language.

On-line Resources

In addition to the course readings and cases, we encourage you to keep up with the latest business and economic news in Greater China and across the world. The following websites and their paper-based counterparts have proven to be most informative, reliable, and useful for these purposes:

The Economist - <http://www.economist.com>  
 Far Eastern Economic Review – <http://www.feer.com>  
 Financial Times – <http://www.ft.com>  
 Forbes Global - <http://www.global.forbes.com/>  
 Fortune – <http://www.fortune.com>

Inside China Today - <http://www.insidechina.com/>  
 International Herald Tribune – <http://www.iht.com>  
 The McKinsey Quarterly – <http://mckinseyquarterly.com>  
 Newsweek International - <http://www.newsweek.com/nw-srv/printed/int/front.htm>  
 The New York Times – <http://www.nytimes.com>  
 Outlook - <http://www.ac.com/overview/Outlook/outlook.html>  
 Penn Library databases - <http://www.library.upenn.edu/resources/databases/databases.html>

*Please let us know if you feel we should add some other site(s) to this list.*

<a href="#"><u>Academy of Management Journal</u></a>
<a href="#"><u>Academy of Management Review</u></a>
<a href="#"><u>Academy of Management Executive</u></a>
<a href="#"><u>Academy of Management Learning &amp; Education</u></a>
<a href="#"><u>Administrative Science Quarterly</u></a>
<a href="#"><u>Business Horizons</u></a>
<a href="#"><u>California Management Review</u></a>
<a href="#"><u>Compensation Review</u></a>
<a href="#"><u>Fortune</u></a>
<a href="#"><u>Harvard Business Review</u></a>
<a href="#"><u>Human Resource Management</u></a>
<a href="#"><u>Human Resource Management Review</u></a>
<a href="#"><u>Human Resource Planning</u></a>
<a href="#"><u>HR Executive Review, The Conference Board</u></a>
<a href="#"><u>HR Magazine</u></a>
<a href="#"><u>Industrial and Labor Relations Review</u></a>
<a href="#"><u>International Journal of Human Resource Mgt.</u></a>
<a href="#"><u>Monthly Labor Review</u></a>
<a href="#"><u>Organization Dynamics</u></a>
<a href="#"><u>Personnel Psychology</u></a>
<a href="#"><u>Sloan Management Review</u></a>
<a href="#"><u>Strategic Management Journal</u></a>
<a href="#"><u>Training and Development Journal</u></a>

## 9. Assignment Requirements

### The criteria of assignment evaluation (100 points)

Assessment Criteria Grid	Max. points	Points Attributed
<b>Comprehension of key issues:</b> <ul style="list-style-type: none"> <li>• Understanding of concepts treated in class</li> <li>• Ability to apply concepts to new context/s</li> <li>• Proper use of subject matter vocabulary</li> <li>• Addressed fully the assignment requirements</li> </ul>	20%	
<b>Analysis:</b> <ul style="list-style-type: none"> <li>• Display of critical thinking relative to subject matter</li> <li>• Application of key models and concepts to the analysis</li> <li>• Ability to apply concepts/models from other disciplines to the analysis</li> </ul>	20%	
<b>Structure &amp; presentation:</b> <ul style="list-style-type: none"> <li>• Well-structured ideas and information</li> <li>• Clarity of presentation</li> <li>• Professional layout – tables, figures, images, headings, hierarchy of information</li> <li>• Use of transitions and interim conclusions</li> </ul>	20%	
<b>Conclusions &amp; recommendations:</b> <ul style="list-style-type: none"> <li>• Logical continuation of reasoning/ideas/analysis developed in assignment</li> <li>• Concision and relevancy to the analysis</li> <li>• Relevance to the analysis</li> </ul>	20%	
<b>References &amp; citation:</b> <ul style="list-style-type: none"> <li>• Citations within paper</li> <li>• Proper format of citation and no acts of plagiarism (intentional or unintentional)</li> <li>• Reference/Bibliography section</li> <li>• Depth and breadth of sources</li> </ul>	10%	
<b>Other:</b> <ul style="list-style-type: none"> <li>• Elements of assessment at Professor's discretion relative to the discipline</li> <li>• Creativity and originality of ideas/approach/analysis/findings</li> <li>• Demonstrated general attainment of module learning objectives</li> </ul>	10%	
<b>TOTAL</b>	<b>100%</b>	

### Appendices (To be updated for new semester):

1. The course PPT, case material and reading materials, the articles
2. Study guide