

THE UNIVERSITY OF DANANG
VN-UK Institute for Research & Executive Education
 ĐẠI HỌC ĐÀ NẴNG
 Viện Nghiên cứu và Đào tạo Việt – Anh

THE SOCIALIST REPUBLIC OF VIETNAM
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CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM
 Độc lập – Tự do – Hạnh phúc

UNDERGRADUATE PROGRAMMR
CHƯƠNG TRÌNH ĐÀO TẠO ĐẠI HỌC

Type of Degree: **Bachelor in International Business Management** (Trình độ đào tạo: Đại học)
 Major (Ngành): **International Business Management** Code (Mã ngành):

1. Course information (Thông tin chung)

1.1	Course Code (Mã học phần): BEB23025		
1.2	Course Name (Tên học phần): Organizational Behavior		
1.3	Total of Course Credits (Tổng số tín chỉ): 3		
1.4	Semester (Semester, year) (Học kỳ (Học kỳ, năm học): Semester 1, 2023-2024		
1.5	Class time (Days of the week and class start and finish times): Giờ học (Ngày học, giờ bắt đầu và giờ kết thúc): 09:50 – 12:30		
1.6	Time Allocation (Phân bổ thời gian)^{(1) (2) (3)}		
	Course attendance (Học tại lớp): 45 Hours	Writing assignments (Bài tập dạng viết): 15	Online interaction (Tương tác trực tuyến) :
	Assigned readings (Đọc bài được giao): 30 Hours	Lab or workshop (Thực hành hay workshop):	Performances/creative activities (Hoạt động sáng tạo)
	Project (Dự án): 60 Hours	Field work/experience (Trải nghiệm thực tế):	
	Total hours (Tổng số giờ):	150 giờ	
1.7	Lecturers (Giảng viên phụ trách):		
	- Instructor(s) in charge (Giảng viên phụ trách chính): Trương Bao Ngọc, MA Email: ngoc.truong@vnuk.udn.vn		
	- Co-lecturer(s) (Giảng viên cùng giảng dạy): Email:		
	- Teaching Assistant (Trợ giảng): Email:		
1.8	Course Conditions (Điều kiện tham gia học phần)		
	- Prerequisites (Học phần tiên quyết):		
	- Co-requisites (Học phần học trước/ song hành):		

2. Course Description (Mô tả học phần)

This course provides basic concepts of organizational behavior and management in organization, which

helps managers understand their people and make people perform well in and stay with an organization. In individual level, the course provides comprehensive knowledge regarding diversity in organizations, how personality and values affect attitudes and job satisfaction in organization, how to make individual decision effectively, and how to motivate ourselves and others in organization. In group level, the course demonstrates how groups are formed and developed, how to understand group members and communicate in group, and how to solve conflict and conduct negotiation. In organizational level, the course generalizes knowledge of foundations of organization structure, organizational culture, and organizational change.

3. Course Objectives (*Mục tiêu của học phần*)

This course introduces theoretical and empirical research in organizational behavior theory, with emphasis on classic theory/arguments and contemporary empirical debates in the field. The objective of the course is to:

- Increase students' knowledge of organizational behavior concepts so that students can understand and analyze how organizations and people in organization work
- Provide the students with opportunities to apply organizational behavior concepts to real-world problems faced by managers
- Develop students' leadership and management potential.

4. Course Learning Outcomes (CLO) (*Chuẩn đầu ra học phần (CLO)* ⁽⁴⁾)

Table 1. Course Learning Outcomes (Bảng 1. Chuẩn đầu ra học phần)

At the end of the course, students will be able to (*Kết thúc học phần, sinh viên có khả năng*):

Code (<i>Mã</i>)	Course Learning Outcomes (<i>Chuẩn đầu ra học phần</i>)
CLO 1	Demonstrate the concepts of diversity and discrimination in organizational settings and how to manage diversity effectively
CLO 2	Analyze how individual personality predict behavior and decision-making at work and how to increase positive work-related attitudes
CLO 3	Compare the early theories and contemporary theories of motivation and apply knowledge of motivation to engage people in organization
CLO 4	Demonstrate how to communicate in the workplace effectively and build an efficient and effective work team
CLO 5	Analyze how organization structure and organizational culture impact on organizational productivity and survival

5. Matrix between Course Learning Outcomes and Programme Learning Outcomes (*Mối liên hệ giữa CDR học phần (CLO) với CDR của Chương trình đào tạo (PLO)*)

Table 2. Matrix between Course Learning Outcomes and Program Learning Outcomes

Bảng 2. Mối liên hệ giữa CDR học phần (CLO) với CDR Chương trình đào tạo (PLO) ¹

The extent to which CLO contributes to PLO is specifically determined (Mức độ đóng góp của CDR học phần đối với CDR CTĐT được xác định cụ thể):

- I (Introductory) (Giới thiệu): indicates that students are introduced to the outcome (nghĩa là học phần có hỗ trợ đạt được PLO và ở mức giới thiệu/bắt đầu)
- R (Reinforced and opportunity to practice) (Tăng cường củng cố và cơ hội thực hành): indicates the outcome is reinforced and students afforded opportunities to practice (nghĩa là sinh viên được củng cố kiến thức, kỹ năng và có cơ hội thực hành)
- M (Mastery at the senior or exit level) (Thành thạo ở cấp độ cao cấp hoặc xuất sắc): indicates that students have had sufficient practice and can now demonstrate mastery (học phần hỗ trợ mạnh mẽ người học trong việc thuần thục/thành thạo)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	I			I		
CLO2	I		I			I
CLO3	I		I			
CLO4				R		
CLO5	I	I				
Course (<i>Học phần</i>)	I	I	I	R		I

6. Course Schedule (*Kế hoạch giảng dạy*)

Table 3. Course schedule by week (*Bảng 3. Kế hoạch giảng dạy theo tuần*)

Week (Tuần)	Session Title	Main content (<i>Nội dung chính</i>)	Relevant CLO in Table 1 (<i>Chuẩn đầu ra (CLO) liên quan</i>)	Teaching methods (<i>Phương pháp giảng dạy</i>)	Student's learning activities (<i>Hoạt động học của sinh viên</i>)	Assess- ment code (<i>Mã đánh giá</i>)
1	Introduction to Organizational Behavior (OB)	- Introduce OB syllabus and course objectives - Introduce the history of OB - Explain disciplines that contribute to the OB field - Discuss challenge and opportunities for OB	CLO1	- Lecturing - Group discussion	- Textbook, Chapter 1: What is Organizational Behavior?	A1
2	Level 1 – INDIVIDUAL: Diversity, Attitudes and Job satisfaction	- Demonstrate how workplace discrimination undermines organizational effectiveness - Describe how organizations manage diversity effectively - Summarize the relationship between attitudes and behavior - Identify main causes and outcomes of job satisfaction	CLO1	- Lecturing - Group discussion - Case study	- Textbook, Chapter 2: Diversity in organizations - Textbook, Chapter 3: Attitudes and Job satisfaction - Case study: Abercrombie & Fitch Employment	A1

					Discrimination	
3	Level 1 – INDIVIDUAL: Personality and Values	<ul style="list-style-type: none"> - Describe personality, the way it is measured, and the factors shaping it - Compare two personality framework: MBTI and Big Five - Analyze how personality predicts behavior at the workplace 	CLO2	<ul style="list-style-type: none"> - Lecturing - Group discussion - Group presentation - Video watching 	<ul style="list-style-type: none"> - Textbook, Chapter 5: Personality and Values - Video: Are you a giver or a taker – Adam Grant - Personality test: The big five - Group activity: Leadership Big Five Profile 	A1
4	Level 1 – INDIVIDUAL: Perception	<ul style="list-style-type: none"> - Describe perception - Describe attribution theory - Contrast the rational model of decision making with bounded rationality and intuition - Analyze how perception influences behavior and decision making 	CLO2	<ul style="list-style-type: none"> - Lecturing - Group study 	<ul style="list-style-type: none"> - Textbook, Chapter 6: Perception and Individual decision-making - Article: The Hidden Traps in Decision Making 	A1
5	Level 1 – INDIVIDUAL: Individual decision making	<ul style="list-style-type: none"> - Demonstrate eight psychological traps in decision making - Discuss how to reduce errors and bias in decision making 	CLO2	<ul style="list-style-type: none"> - Lecturing - Flipped classroom - Group presentation 	<ul style="list-style-type: none"> - Textbook, Chapter 6: Perception and Individual decision-making - Article 1: Confirmation bias: How it affects your organization and how to overcome it? - Article 2: How susceptible are you to the sunk cost fallacy? - Article 3: The status quo is risky, too - Article 4: Outsmart you own biases - Article 5: Why do our decisions depend on how options are presented to us? 	A1
6	Level 1 – INDIVIDUAL: Motivation I	<ul style="list-style-type: none"> - Describe the three key elements of motivation - Compare the early theories and contemporary theories of motivation - Identify implementations for managers to motivate employees 	CLO3	<ul style="list-style-type: none"> - Lecturing - Group discussion - Video watching 	<ul style="list-style-type: none"> - Textbook, Chapter 7: Motivation concepts - Video: Drive: The surprising truth about what motivates us - Article: Building a practically useful theory of goal setting and task motivation 	A1
7	Level 1 – INDIVIDUAL: Motivation II	<ul style="list-style-type: none"> - Analyze how to motivate employees by using extrinsic and intrinsic rewards 	CLO3	<ul style="list-style-type: none"> - Lecturing - Group discussion - Group 	<ul style="list-style-type: none"> - Textbook, Chapter 8: Motivation: From concepts to applications 	A1

				presentation	- Article: One more time: How do you motivate employees? - Case study 1 : Carter - Case study 2: Paris hotel	
8		Mid-term examination	CLO1, CLO2, CLO3			A2
9	Level 2: GROUP: Group structure and effectiveness	- Compare group and team - Apply The Tuckman Model in solving group problems - Demonstrate five group property	CLO4	- Lecturing - Group discussion - Video watching	- Textbook, Chapter 9: Foundations of group behavior - Video: The 5 stages of team development - Article: Developing and sustaining high-performance work teams - Article: When four world collide	A1
10	Level 2: GROUP: Communication and Persuasion	- Describe the functions and process of communication - Demonstrate barriers of communication and how to overcome - Demonstrate persuasion techniques	CLO4	- Lecturing - Group discussion - Group presentation	- Textbook, Chapter 11: Communication - Article: Harnessing science of persuasion	A3
11	Level 2: GROUP: Leadership	- Compare trait, behavioral, and contemporary theories of leadership - Demonstrate 5 levels of leadership – Maxwell	CLO4	- Lecturing - Group discussion - Case study	- Textbook, Chapter 12: Leadership - Article: Who has the potential leadership within organization	A1
12	Level 2: GROUP: Emotional Intelligence	- Understand the key concepts of Emotions and Moods. - Discuss the OB applications of Emotions and Moods. - Develop the emotional intelligence skills.	CLO4	- Lecturing - Group activities - Group Discussion - Diagnosis paper	- Textbook, Chapter 4: Emotions & Moods - Textbook, Chapter 12: Leadership - Reference Book: The Emotionally Intelligent Manager, by David R. Caruso and Peter Salove	A1
13	Level 3: ORGANIZATION: Organizational structure	- Demonstrate 7 elements of an organization's structure - Compare types of organizational structures in organization	CLO5	- Lecturing - Group discussion - Group presentation	- Textbook, Chapter 15: Foundations of organizational structure - Article: 7 types of organizational structures for different scenarios	A1

14	Level 3: ORGANIZATION: Organizational culture	- Demonstrate the common characteristics of organizational culture - Analyze Hofstede Model - Identify factors that create and sustain organizational culture	CLO5	- Lecturing - Group discussion	- Textbook, Chapter 16: Organizational culture - Textbook, Chapter 5: Personality and Values - Article: First, Let's fire all the managers – Gary Hamel	A1
15	Level 3: ORGANIZATION: Organizational change and Stress management	- Describe ways to overcome resistance to change - Analyze Kotter's Eight-Step Plan	CLO5	- Lecturing - Group discussion	- Textbook, Chapter 17: Organizational change and stress management	A1
16	Final exam	Group report and presentation on respective research object	CLO1-5	- Report and presentation	Analyze organizational problems and apply OB concepts to solve problems	A4

7. Course Assessment ⁽⁵⁾ (Kiểm tra đánh giá học phần)

7.1. Methods of assessment

Table 4.1. Methods of assessment (Bảng 4.1. Các phương pháp kiểm tra đánh giá)

Below is an example. (Dưới đây là ví dụ).

Assessment components (Thành phần kiểm tra đánh giá)	Weighting/ (%) (Trọng số)	Requirements (Topic) (Yêu cầu, hoặc nội dung đánh giá)	Method (PP kiểm tra đánh giá)	Relevant CLO in Table 1 (Chuẩn đầu ra (CLO) liên quan)	
A.1. Class attendance and participation	10%	Reflection, homework, quiz	Class attendance checking	CLO1-CLO5	
A.2. Mid-term Assessment (Đánh giá giữa kỳ)	20%	Multiple choice questions	Take 01 quiz on core concepts of OB	CLO1, CLO2	
A.3. Individual diagnosis paper	20%	Written work	OB challenges and solutions	Prepare a diagnosis on the organizational problem faced in the past and how the OB concepts can help to solve it	CLO1-CLO4
A.4. Final assessment (Đánh giá cuối kỳ)	A.4.1 Report (Báo cáo)	25%	Analyze organizational problems and apply OB concepts to solve problems	Report and presentation on group project	CLO1-CLO5
	A.4.2 Presentation (Trình bày)	25%			

7.2. Assessment schedule

Table 4.2. Assignment schedule (Bảng 4.2. Kế hoạch kiểm tra đánh giá)

Week (Tuần)	Assessment (Bài kiểm tra đánh giá)	Due date (Hạn nộp bài)	Policy (Open book or not) (Quy định – Đề mở hay đóng)	Assessment code (Mã đánh giá)
8	Mid-term examination		Open book	A2
12	Individual diagnosis paper			A3
16	Final exam (Report and presentation)			A4

7.3. Description of assignments (Optional) ⁽⁵⁾ (Yêu cầu về bài tập)

A detailed breakdown of course assignments, including assignment descriptions, method of assessment/evaluation, and point value (Chi tiết các bài tập của học phần này và ngày đến hạn theo mô-đun bài học. Bao gồm mô tả bài tập, phương pháp kiểm tra/đánh giá và điểm.)

1. Class attendance and participation (10% of Individual course's grade)

Class attendance accounts for 5% of the total grade. Professor/Lecturer will take attendance periodically and randomly at the beginning and the end of class. No credit will be given for missing class or leaving early. There are two prerequisites for successful attendance:

- Be on time: set yourself ready to join class 5-10 minutes in advance
- Early acknowledgement: in terms of absence from class, official and early notification is highly appreciated. In case of urgent, please acknowledge afterward.

Class participation accounts for 5% of the total grade. It is crucial to note that the reading that is assigned for each class session be completed before it is covered in class. Students in class will be expected to contribute effectively to class discussions based not only on common sense and personal experience, but also on the required readings.

2. Quiz (20% of Individual course's grade)

There will be 01 Quiz over the course of 01 semester, students will be informed about the Quiz 02 weeks in advance for self-preparation. Quiz will be taken online on Canvas. Students may use any notes, readings or lectures while taking the Quiz, but they will have a time limit, and each student will have only 01 time to submit the answers.

3. Diagnosis paper (20% of Individual course's grade)

The theories and concepts taught in this course will only contribute to the students professional success if they apply what they have learned in the classroom to their everyday experiences. The objective of the diagnosis paper is to give the students some practice in looking at their life through an organizational behavior lens.

For this assignment, the students will reflect on an organizational problem that they experienced, they can write about an experience at a summer job, on a sports team, a schoolwork group, or any other situation in which they worked with other people for the purposes of completing a collective task.

Once the students have selected an organizational problem from their past, they should describe and diagnose the problem using concepts from the course, outline the factors that contributed to the situation, and discuss how the concepts could have helped you and/or others deal with the situation more effectively. The paper should be between 5 and 8 pages, 1.5 spaced in 12-point Times New Roman font with 1" margins around.

No	Criteria	Description	Weighting
1	Content reflection	Demonstrates a conscious and thorough reflection (exploring issues, analyzing	40%

		context, critical thinking)	
2	Relation to personal learning and/or experience	Fully comprehends and has insight into what has made a difference to personal work with the course/tasks, citing changes that have positively influence understanding of the ideas	10%
3	Personal growth	Demonstrates significant personal growth and awareness of deeper meaning through inferences made, examples, well developed insights, and substantial depth in perceptions and challenges. Synthesizes current experience into future implications.	30%
4	Writing quality	Well written and clearly organized using standard English, characterized by elements of a strong writing style and basically free from grammar, punctuation, usage, and spelling errors.	20%

4. Final exam (50% of class grade – Group grade)

Group Project Report & Presentation:

The goal of this assignment is to analyze and apply OB concepts in a real organization. Students will be divided into groups of four to five members. The group's task will be to use concepts from the course to identify, analyze, and develop a plan for resolving a key problem that an organization is facing.

Each group will be responsible for finding a local organization to study using interviews, observations, and/or surveys. The organization can be a business, extracurricular club, athletic team, or other social collective in your area (min size: 10 people) —as long as no one in your group is a member.

Report (50% of the final exam grade):

The report should answer the following questions, using data from the interviews, observations, and/or surveys to support each answer:

- What is the nature of the problem, and what are the likely causes based on OB concepts?
- How can OB concepts be applied and extended to solve the problem?
- What specific action steps should the organization take to solve the problem?
- What are the potential barriers and obstacles to following your recommendations?
- What are the risks and possible unintended consequences of following the group recommendations?

The report should be 1.5 spaced in 12-point Times New Roman font with 1" margins around. The minimum length is 10 pages, and the maximum length is 20 pages. The group should include a one page executive summary before the introduction, and a letter of approval from a representative of your client organization. Throughout the report, feel free to use specific references to course readings and/or lectures to add credence to the group's diagnoses and recommendations.

Final exam presentation (50% of the final exam grade):

Each group will have short presentation on their case and the Q&A session follow up.

Grading: Each group will receive one grade for the project. However, if multiple members of a group feel that individuals deserve higher or lower grades, the Lecturer will consider the possibility of assigning individual grades to that group.

Table 4.3. Description of assignment

Assessment Code (<i>Mã bài tập</i>)	Method of Assessment (<i>Phương pháp đánh giá</i>) ²	Assignment Description (<i>Mô tả bài tập</i>)	Total Points (<i>Tổng điểm</i>)
A1	Class attendance checking		10%
A2	Multiple choice question		20%

² *Formative or summative assessment*

A3	Individual diagnosis paper	20%
A4	Final exam	50%
Total Possible Points (Tổng điểm)		100%

8. Course Materials (Tài liệu học tập)

Table 5.1. Required textbooks and reference books (Bảng 5.1. Giáo trình bắt buộc và tài liệu tham khảo)

No. (STT)	Author(s) (Tác giả)	Year of publication (Năm xuất bản)	Title (Tiêu đề)	Publisher (Nhà xuất bản)
Main course books (Giáo trình chính)				
1	Stephen P. Robbins and Timothy A. Judge	2022	Essentials of Organizational Behavior (15th Edition)	Pearson Prentice-Hall
References (Tài liệu tham khảo)				
2				

Table 5.2. Useful websites (Bảng 5.2. Các trang web hữu ích cho học tập)

No	Content (Nội dung)	Links (Liên kết)	Date updated (Năm cập nhật)
1.	Harvard Business Review	https://hbr.org/	
2.	The New Yorker	https://www.newyorker.com/	
3.	TED Talk	https://www.ted.com/	
4.	Personality test	www.outofservice.com/bigfive/	
5.	Adam Grant	https://www.adamgrant.net/	

9. Teaching aids required (Cơ sở vật chất phục vụ giảng dạy):

10. Policies/regulations for students / Attendance Policy (Các quy định của học phần đối với sinh viên/ Quy định về chuyên cần)

Academic Integrity Code

Academic integrity is an essential part of the educational process, and all members of the VNUK community take these matters very seriously. As the instructor for this course, my role is to provide clear expectations and uphold them in all assessments. Violations of academic integrity occur when students fail to cite research sources properly, engage in unauthorized collaboration, falsify data, and otherwise violate the Code of Academic Integrity. If you have any questions about whether or not particular academic practices or resources are permitted, you should ask me for clarification. If you are reported for an academic integrity violation, you should contact Student Affairs to learn more about your rights and options in the process.

Consequences can range from failure of assignment to expulsion from the University and may include a transcript notation.

Quy tắc Liêm chính học thuật

Liêm chính học thuật là một phần thiết yếu của quá trình giáo dục, và tất cả các thành viên của VNUK đều rất coi trọng vấn đề này. Là giảng viên của học phần này, vai trò của tôi là đưa ra những kỳ vọng rõ ràng và duy trì những kỳ vọng đó trong tất cả các hoạt động đánh giá. Vi phạm về liêm chính học thuật nghĩa là khi sinh viên không trích dẫn đúng các nguồn tài liệu nghiên cứu, tham gia cộng tác trái phép, làm sai lệch dữ liệu và vi phạm Quy tắc về liêm chính trong học thuật. Nếu sinh viên có bất kỳ câu hỏi nào về việc một hành động hoặc một tài nguyên học thuật cụ thể nào đó có được cho phép hay không, sinh viên nên hỏi giảng viên để làm rõ. Nếu sinh viên bị đánh giá là vi phạm liêm chính trong học tập, sinh viên nên liên hệ với Bộ phận Công tác Sinh viên để tìm hiểu thêm về các quyền và lựa chọn của mình trong quá trình này. Hậu quả có thể bao gồm từ việc không đạt học phần đến việc bị đuổi khỏi trường Đại học và có thể bao gồm cả việc ghi chú trong bảng điểm.

11. Support for students outside the classroom

Department of Internation Business Management (Tổ/Bộ môn.....)

If the students face any academic issues such as assessing to the instructors, accessing to the LMS, please contact the secretary of the department at the office (email: ibm@vnuk.udn.vn)

(Nếu sinh viên gặp bất kỳ vấn đề nào về học thuật như đánh giá với giảng viên, truy cập LMS, vui lòng liên hệ thư ký khoa tại(email)....)

Counseling Services – Student Support (Dịch vụ tư vấn – Hỗ trợ sinh viên) 0236 3738399

VNUK Students Affairs offers counseling services, supporting mental health and personal development by collaborating directly with students to overcome challenges and difficulties that may interfere with academic, emotional, and personal success.

Tổ Công tác Sinh viên VNUK cung cấp các dịch vụ tư vấn, hỗ trợ sức khỏe tinh thần và phát triển cá nhân bằng cách hợp tác trực tiếp với sinh viên để vượt qua những thách thức và khó khăn có thể cản trở thành công trong học tập, tình cảm và cá nhân của sinh viên.

Da Nang, dd/mm/2023

(Ngày/tháng/năm)

Approved by
(Phê duyệt bởi)
(Faculty)
(Khoa)

Prepared by (Được soạn bởi)
(Lecturer)(Giảng viên)

MA. Truong Bao Ngoc