

组织行为研究专题 Organizational Behavior Research Seminar

● 教师介绍 Faculty



Heda Zhang (张鹤达)

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Research Field: Organizational Behavior; Consumer Behavior; Mobile Commerce

Education

September, 2002 – December, 2008:

Jilin University, Changchun, China

MS and PhD in Management Engineering

September, 1997 – June, 2001:

Jilin University, Changchun, China

BS in Computer Engineering

Work Experience

January, 2012 - present: Associate Professor

School of Economics and Management, Beijing University of Chemical Technology

July, 2009 – December, 2011: Assistant Professor

School of Economics and Management, Beijing University of Chemical Technology

March, 2015 - March, 2016: Visiting Scholar

Owen Graduate School of Management, Vanderbilt University

Representative Publications

1. Zhang H.D., Zhu Y. Organizational Errors and Individual Errors: Perspective on Accident Causation. SSEMR, 2019.

2. Zhang H.D., Wang L. Trust and Distrust in M Commerce: An Integrative Framework. ICMES, 2018.

3. **Zhang H.D.**, Zheng X.P. Characteristics of HCAs in China: A Statistical Investigation, *Journal of Loss Prevention in the Process Industries*, Volume 25, Issue 4, July 2012, 686-693.
4. **Zhang H.D.**, Yun H. An Empirical Research on High-risk Corporations' Accident Causation Based on Corporate Lifecycle Theory, 2014 International Conference on Business, Economics and Management.
5. **Zhang H.D.**, Chaos Perspective on Accidents' Causation, *Social Science Front*, Issue 2, 2012, 262-264.
6. **Zhang H.D.**, Liu Y.M. The Impact of IT Capability on Firm Performance Perspectives on the Mediating Effects of Business Process Transform Mode, 2011 Third International Conference on MultiMedia and Information Technology.
7. **Zhang H.D.**, Bi X.H. An Empirical Research on Relationship between Information Technology Capability and Firm Performance the Evidence from Listed Companies and Informatization Power 500 in China", *Proceedings of 2008 IEEE International Conference on Information Technology in Education*.
8. **Zhang H.D.**, Bi Xinhua. An Empirical Research on Influencing Mechanism of IT Capability on Firm Performance, *Information Science*, Volume 26, Issue 10, 2011, 1252-1256.
9. **Zhang H.D.**, Bi Xinhua. An Empirical Research on Relationship between Information Technology (IT) Capability and Firm Performance in Chinese Manufacturing Industry, *Science of Science and Management of S. & T.*, Issue 11, 2008, 135-138.
10. **Zhang H.D.**, Bi Xinhua. A study on the structure of enterprise IT capability, *Journal of Information*, Issue 6, 2011, 1-3.

Course Introduction

Each of us is a student of behavior. Organizational behavior (often abbreviated OB) is a field of study that investigates the impact that individuals, groups, and structure have on behavior within organizations, for the purpose of applying such knowledge toward improving an organization's effectiveness.

OB is not only about the important principles of business and administration, but also provides key knowledge base for business practices and development so as to build up theoretical framework for change management, entrepreneurship and innovation management. From the perspectives of global economy, high-technology and social development, OB has become the focus of change, innovation and development while OB mechanism has become the main theme of business and administrative research. In general, OB strategy has been an important tool for management and global business.

In the course of OB Research Seminar course, three levels of analysis for individual, group and organization are adopted while several key issues such as competence modeling, motivational mechanism, group dynamics, communication strategy, leadership skills, structure-strategy fit as well as organizational culture are focused. Students are supervised to understand and learn to

enhance career development skills, organizational dynamic capabilities and competitive advantages.

Organizational Behavior Research Seminar Syllabus

Instructor: Heda Zhang, Dr./Associate Prof.

Hours: 32

Credits: 2.0

Prerequisite: N/A

Textbooks:

(1) Stephen P. Robbins. Organizational Behavior(15th Edition). Beijing: TSINGHUA UNIVERSITY PRESS, 2017.

(2) C.H. Cheng. Organizational Behavior(3rd Edition). Beijing: China Machine Press, 2013.

Reference Books:

(1) Herbert Simon. Administrative Behavior(4th Edition). Free Press, 1997.

(2) Jim Collins. Built to Last: Successful Habits of Visionary Company. Harper Collins, 2002.

I. Teaching Objectives

The objectives of OB course are to teach general principles and application methods of organizational process through systematic lectures, case analysis, interactive discussion, assignments and exercises so as to enhance the theoretical foundation for further learning of other courses of economics and management discipline.

OB has the following specific teaching objectives:

1. Understand the inevitable and asymptotic characteristics of organizational appearance and behavior.
2. Understand individual behaviors in organizations; master foundations of individual behaviors.
3. Understand group behavior; master related theory of work teams, communication, leadership as well as conflict and negotiation.
4. Master related theory of organizational change and culture, stress management.
5. Linking theory with practice, students are guided to self-analysis, thus improving understand, forecast and management of behaviors in organizational contexts.

II. Course Contents

Based on OB theory, this course is to achieve effective knowledge integration between academic and practical learning with symposium methods. Five parts are included: the evolution and development of OB are introduced in part one (topic 1); the second part (topic 2) describes individual behavior and experiential management; topic 3, 4 and 5 (part three) are about group behavior and experiential exercise; topic 6 and 7 (part four) are about organization system: organizational culture and dynamics; part five (topic 8) focuses on the comparison of OB characteristics in Chinese and some abroad enterprises. A large number of classic cases and research achievements in OB field are also adopted in this course.

The following are the 8 topic sessions of OB Research Seminar course:

1st Topic Session Evolution and Development of OB (3 Teaching hours)

What Managers Do; History, challenges and opportunities for OB; research methods for OB.

Case discussion: HP's choice.

2nd Topic Session Foundations of Individual Behavior (5 Teaching hours)

Individual difference: individual psychological characteristics (personality related theory) ;
individual difference: individual psychological tendencies (values, attitude, etc.) .

Case discussion: Huawei CEO ZhengFei Ren.

3rd Topic Session Group Behavior and Work Team (4 Teaching hours)

Foundations of group behavior; work teams; conflict and negotiation.

Case discussion: how to develop the best team?; experiential exercise.

4th Topic Session Contemporary Issues in Leadership (4 Teaching hours)

What is leadership; power and politics; examples of creating effective leaders in Chinese wisdom.

Case discussion: Obama.com: internet mode contribution.

5th Topic Session Management Communication (4 Teaching hours)

Interpersonal and organizational communication; barriers to effective communication.

Case discussion: a story about a doctor and a duke by Han Fei.

6th Topic Session Organizational Culture (4 Teaching hours)

What is organizational culture; what do cultures do; creating and sustaining a positive organizational culture.

Case discussion: a culture based perspective on flourish of Shanxi merchants.

7th Topic Session Organizational Dynamics: Change and Stress Management (4 Teaching hours)

Change; forces and resistance to change; work stress and its management; approaches to managing organizational change.

Case discussion: change and decline of Shanxi merchants.

8th Topic Session OB Comparison in China, the United States and Japan (4 Teaching hours)

Characteristics of OB in China; the United States and Japan; comparison study.

Discussion: differences of family business in China, the United States and Japan.

III. Assessment and Grading

Comprehensive assessment according to the class discussion, attendance as well as a final paper (no less than 5000 words).

Class discussion (40%); final assignment (60%).