

AB 1601

Organisational Behaviour

& Design

Semester 2, AY 2022/2023

Course Assignments & Seminar Activities

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AB1601
Organisational Behaviour and
Design



Compiled for:
Nanyang Technological University, Singapore

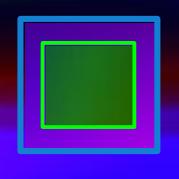


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About AB 1601: Overview

Flipped classroom approach:

This course adopts a flipped classroom approach. It strategically integrates different teaching strategies and instructional technologies to promote active participation and deeper student engagement. Exercises and assignments are designed to demonstrate the relevance of various theoretical frameworks and concepts in analyzing and solving management problems and issues.

Pre-seminar preparation

In order to facilitate your own learning as well as the learning of your course-mates, it is important for you to complete all pre-class readings assigned for the seminar in question. It is also paramount that you actively participate in all seminar activities and discussions.

Seminar attendance

Seminar attendance, both in-person and online classes, is very important as exercises are designed not only to help you better understand course content and to develop four competencies, i.e., critical thinking, design thinking, assertiveness in knowledge sharing, as well as teamwork and interpersonal skills.

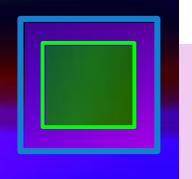
Seminar absences

Absence from class, either in-person or online, will affect your learning effectiveness. You are required to provide a valid reason for your absence from a seminar. If you are unwell, please provide a medical certificate from a registered medical practitioner. If you need to participate in an NBS- or NTU-approved activity, a letter from the relevant body stating that your attendance at that activity is required. If you are going to miss a seminar, please inform the course instructor by email prior to start of class. If your absence has resulted in you missing an in-class activity that is graded, your instructor will arrange for a replacement of that assessment.

Peer assessment for teamwork and interpersonal skills

Your team members will evaluate the quality of your teamwork and your interpersonal skills. It is difficult for your instructor to assess the contribution that each member makes to various team-based activities. Hence, it is critical for you to rate the contribution of each of your team members objectively and impartially. All evaluations are confidential. Your instructor reserves the right to review ratings if circumstances suggest that discrimination, bias, malice, etc. may have been in play with regard to your peer assessment.





About AB 1601: Overview

Important

Penalties for late submission of assignments

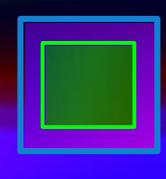
- You are given **a grace period of three hours to submit your assignments.**
- When you submit an assignment after the grace period without good reason, there shall be a penalty.
- For example, if you were to submit your assignment within 24 hours after the deadline but later than the 3-hour grace period, you will receive a 10% reduction in your marks. If you were to be awarded 65% for that assignment, you would get only 55% instead. In the same manner, if you were to submit this assignment within the next 24 hours, you would receive 45%, and so on.

First 24 hours after the specified deadline for an assignment:

- (a) Within the grace period (First three hours after the deadline) → No penalty
- (b) After the grace period but within 24 hours from the deadline → 10% penalty

Subsequent 24 hours after the deadline:

- (a) 24-48 hours → 20% penalty
- (b) 48-72 hours → 30% penalty



Seminar Roles and Norms

The New Context

The Context: Organizational behavior in the 21st century, the age of artificial intelligence, and the age of connectivity.

Our Roles: Critical thinker, creative thinker, knowledge assimilator, and knowledge explorer

Main Objective: To develop deeper thinking skills and collaborative learning skills

Expected Behaviors:

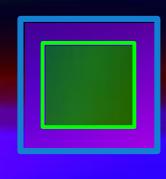
- Be savvy in navigating for information
- Be smart in engaging others to translate information into meaningful knowledge
- Be generous when sharing knowledge with others
- Be adventurous when building on ideas from others
- Take time to thank those who have enriched your learning

Three Critical Attitudes:

- **About knowledge** -- See knowledge as a flow instead of a static inventory to be transferred
- **About social capital** – Facilitate knowledge flow through social relationships
- **About contexts** – Identify relevant contexts for diverse situations

Expected Outcomes:

- **Knowledge entrepreneurship** – Learn to access and interpret knowledge on demand
- **Knowledge ownership** -- Build our identity by internalizing newly acquired knowledge
- **Social construction of understanding** -- Promote the development of knowledge-sharing networks



Seminar Roles and Norms

Our Social Contract

Make our class a positive and fun place to learn by observing the rules of social etiquette below:

- 😊 Show respect and civility to everyone
- 😊 Be punctual for both in-person and online seminars
- 😊 Set your cell phone to silent mode in class
- 😊 Pay attention to what others are saying; respect the speaker
- 😊 Refrain from side-bar conversations that distract your peers
- 😊 Don't dominate the entire discussion with all your points; allow others to speak up
- 😊 Strictly use your smartphone, tablet, or laptop for seminar-related activities only
- 😊 Participate actively in all seminar activities and provide emotional and psychological support to your team members
- 😊 Work collaboratively with your team members to complete all team-related seminar activities
- 😊 Feel free to share your views in class
- 😊 Create a relaxing and enjoyable learning environment for all

Seminar Roles and Norms

Team Social Contract

- 😊 Be nice to others -- build healthy relationships with other team members
- 😊 Come to in-person or online meetings on time
- 😊 Complete all your pre-meeting preparations and tasks
- 😊 Prepare to give and receive constructive feedback
- 😊 Complete your team tasks on time
- 😊 Seek help from members, if needed
- 😊 Be a responsible team member – Remember: all team members are busy with other projects and assignments too
- 😢 Do not be nasty. Do not hinder team progress by your free-riding behaviors. Behaviors listed below are taken as evidence of free-riding:
 - being absent from a meeting without a valid reason
 - coming to meetings late
 - coming to meetings unprepared
 - failing to complete assigned team tasks within the expected time
 - failing to contribute actively during meetings
- 😊 Feel free to express your thoughts and share your views with other team members. Make your team a high performing one.

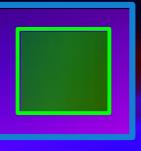


Learning Goals and Assessments

Learning Goals	Assessment Methods	Assessment Rubrics
Critical Thinking	 15%	<ul style="list-style-type: none"> Critical Thinking Rubric
Design Thinking	 18%	<ul style="list-style-type: none"> Design Thinking Rubric Peer Teamwork Evaluation
Knowledge Acquisition; Knowledge Sharing (Case analysis)	 18%	<ul style="list-style-type: none"> Knowledge Acquisition and Sharing Rubric Peer Teamwork Evaluation

Learning Goals	Assessment Methods	Assessment Rubrics
Knowledge Sharing (expert insights)	 15%	Inspirational Assertive Communication
Knowledge Sharing (Voluntary)	 15%	Knowledge Sharing Rubric
Knowledge Acquisition	 15%	"My Reflective Learning" Rubric
Knowledge Generation	 4%	Not Applicable





Declaration of Academic Integrity

Good academic work depends on honesty and ethical behavior. The quality of your work as a student relies on adhering to the principles of academic integrity and the NTU Honor Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

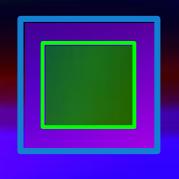
As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, which includes: plagiarism, academic fraud, collusion, and cheating. If you are uncertain of the definition of any of these terms, you should go to the <https://www.ntu.edu.sg/ai/Pages/shared-values-honour-code.aspx> for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.



** Warning against plagiarism **

The penalties for any form of plagiarism, i.e., copying of others' work, are severe. Written work that you submit must be your own. You must identify and list in the reference section any source of information used in completing your work.

If you copy the words verbatim from a reference work, you must place these words in quotation marks and cite the source. If you paraphrase the words from a reference, then indicate the source. Submitted work must be your own effort and it must not duplicate (in whole or in part) the work of others.



Seminar Activities

**size
UP**

In this start-of-class activity, you can assess whether your pre-class preparation was effective and whether you are prepared to participate in class activities

**Power
UP**

In the powerUP experiential exercise, you will have ample opportunity to see how OB theoretical frameworks and concepts are applied to real-life scenarios on a practical level

**team
UP**

By participating in this team-based activity, you will learn how to properly apply the various theoretical frameworks to analyze a real-life management case

**light
UP**

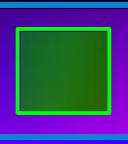
By doing this activity, you will be motivated to explore the knowledge frontier and extract OB insights from recent publications on artificial intelligence, neuroscience research, etc.

**voice
UP**

This activity will motivate you to voice your opinions assertively in an inspirational way when you share your ideas with others

**check
UP**

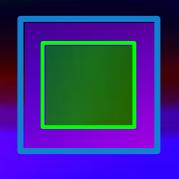
This end-of-seminar activity will let you assess how well you have learnt the theories and concepts of the seminar



Seminar Schedule

Week	Topic	Readings	Activities
Week 1 (Jan 09 to 13) Seminar 1 – Introduction to the Field of OB	Introduction to the Field of Organizational Behavior	Chapter 1	<ul style="list-style-type: none"> teamUP: Team formation startUP sizeUP: Self-learning
Week 2 (Jan 16 to 20) Seminar 2 – Design Thinking, Critical Thinking, Inspirational Assertive Communication	Design Thinking Critical Thinking Inspirational Assertive Communication		<p>Experiential Exercises:</p> <ul style="list-style-type: none"> Critical thinking Design thinking Inspirational Assertive Communication
Week 3 (Jan 23 to 27) Seminar 3 – Individual Behaviour, Personality, and Values	Individual Behavior, Personality, and Values	Chapter 2	<ul style="list-style-type: none"> sizeUP: Self-learning powerUP: OB Experience teamUP: OB Lens lightUP: OB Insights checkUP: Learning Effectiveness
Week 4 (Jan 30 to Feb 03) Seminar 4 – Perceiving Ourselves and Others in Organization	Perceiving Ourselves and Others in Organizations	Chapter 3	<ul style="list-style-type: none"> sizeUP: Self-learning powerUP: OB Experience teamUP: OB Lens lightUP: OB Insights checkUP: Learning Effectiveness
Week 5 (Feb 06 to 10) Seminar 5 -- Workplace Emotions, Attitudes, and Stress	Workplace Emotions, Attitudes, and Stress	Chapter 4	<ul style="list-style-type: none"> sizeUP: Self-learning powerUP: OB Experience teamUP: OB Lens lightUP: OB Insights checkUP: Learning Effectiveness

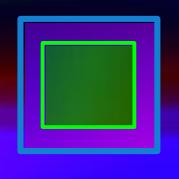




Seminar Schedule

Week	Topic	Readings	Activities
Week 6 (Feb 13 to 17) Seminar 6 – Employee Motivation	Employee Motivation	Chapter 5	<ul style="list-style-type: none"> sizeUP: Self-learning powerUP: OB Experience teamUP: OB Lens lightUP: OB Insights checkUP: Learning Effectiveness
Week 7 (Feb 20 to 24) Seminar 7 – Team Dynamics	Team Dynamics	Chapter 7	<ul style="list-style-type: none"> sizeUP: Self-learning powerUP: OB Experience teamUP: OB Lens lightUP: OB Insights checkUP: Learning Effectiveness <p>* Critical Thinking Assignment due on February 24 (Friday), 9.00 pm</p>
Recess Week (Feb 27 to Mar 03)			
Week 8 (Mar 06 to 10) Seminar 8 – Power and Influence in the Workplace	Power and Influence in the Workplace	Chapter 9	<ul style="list-style-type: none"> sizeUP: Self-learning powerUP: OB Experience teamUP: OB Lens lightUP: OB Insights checkUP: Learning Effectiveness <p>* Design Thinking Videos due on March 10, (Friday), 9.00 pm</p>
Week 9 (Mar 13 to 17) Seminar 9 – Conflict and Negotiation in the Workplace	Conflict and Negotiation in the Workplace	Chapter 10	<ul style="list-style-type: none"> sizeUP: Self-learning powerUP: OB Experience teamUP: OB Lens lightUP: OB Insights checkUP: Learning Effectiveness





Seminar Schedule

Week	Topic	Readings	Activities
Week 10 (Mar 20 to 24) Leadership in Org. Settings	Leadership in Organizational Settings	Chapter 11	<ul style="list-style-type: none"> sizeUP: Self-learning powerUP: OB Experience teamUP: OB Lens lightUP: OB Insights checkUP: Learning Effectiveness
Week 11 (Mar 27 to 31) Seminar 11 – Organizational Culture	Organizational Culture	Chapter 13	<ul style="list-style-type: none"> sizeUP: Self-learning powerUP: OB Experience teamUP: OB Lens lightUP: OB Insights checkUP: Learning Effectiveness
Week 12 (Apr 03 to 07) Seminar 12 – Organizational Change	Organizational Change	Chapters 14	<ul style="list-style-type: none"> sizeUP: Self-learning powerUP: OB Experience teamUP: OB Lens lightUP: OB Insights checkUP: Learning Effectiveness
Week 13 (Apr 10 to 14) Seminar 13 – Course Revision & Wrap Up	Course Revision & Wrap Up		<ul style="list-style-type: none"> revUP: review powerUP: OB Experience wrapUP “My Reflective Learning” due by the end of this seminar. Research participation due date: April 14, 2023, 5 pm.





Critical Thinking



Introduction

Online information is so vast that it can be overwhelming. How do we sort through this vast amount of information of varying levels of validity and trustworthiness? It is no longer enough for us simply to be able to understand the written word. Instead, we should be able to think critically about each piece of information to assess its truthfulness, relevance, and validity.

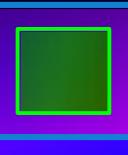
Learning Goal: Critical Thinking

You are expected to demonstrate your ability to evaluate information critically and arrive at a conclusion about its truthfulness, relevance, and validity.

Learning Outcomes:

You are expected to:

1. Define the subject matter at hand, identify key concepts, and map out how these concepts are related with one another logically
2. Discuss the subject matter from various perspectives
3. Assess the truthfulness, relevance, and strength of evidence used to support arguments
4. Examine hidden assumptions of arguments and analyze the impact of context on the subject matter by discussing contingencies that may limit the validity of arguments.
5. Integrate, synthesize, or reconcile the various arguments presented, and draw appropriate conclusions on the subject matter.

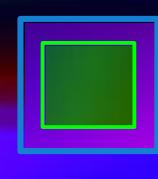


Critical Thinking



Instructions:

1. Read the article assigned by your instructor carefully.
2. Define the subject matter of the article; identify the main concepts; and then map the relationships of these concepts with one another.
3. Read other sources on the same subject matter; search for alternative perspectives written by other experts and researchers.
4. Address all the elements of critical thinking listed in the assessment rubric. **Use these elements as sub-headings in your write-up.**
5. Use the **Submission Document for Critical Think Assignment**, which is available at the main course site, to write your essay.
6. Complete the Critical Thinking Assignment Summary page and sign the declaration of integrity found in the Submission Document.
7. Write a 1000 (+/- 10%) word critique of the article (1.5 line spacing, 12 font size) in the Submission Document. **Do not include the words in your concept maps, sub-headings, and your reference list in your word count.**
8. Document your references diligently by following the APA referencing format.
9. Complete 1-page **self ratings** on the critical thinking rubric found in the Submission Document.
10. Rename the document by using this format: SemGrpXX Your Registered Name, i.e., SemGrp09 Lee Mei Xin Catherine
11. Submit the final version of your assignment (i.e., summary page + signed declaration of integrity + 900-to-1100 word written essay + reference list + self-rated rubric) to “Turnitin Assignment” by **February 24 (Friday), 9.00 pm.**



Design Thinking



Introduction

Artificial intelligence, machine learning, blockchain technology, big data analytics, and robotics are advancing rapidly, changing the face of business. In this regard, it is essential that managers incorporate new technologies into business operations. This move is critical for them to remain competitive.

Management can benefit from design thinking by identifying the complexity of an issue or problem, generating multiple possible solutions, and testing proposed solutions for their practicality and feasibility.

Learning Goal: Design Thinking

You are expected to demonstrate your ability to conduct an in-depth investigation to understand the complexity of an issue of interest; generate multiple possible solutions; and test the robustness of your final choice of solution.

Learning Outcomes:

You are expected to:

1. Describe the project in a way that stimulates interest and enthusiasm
2. Seek inspiration by using a multiplicity of sources
3. Generate many ideas, scenarios, or sketches, and apply integrative thinking in ideation
4. Demonstrate the feasibility of your ideas with prototypes and tests, and convey a compelling story that will persuade others to view your proposed solution(s) in a positive light



Design Thinking

The scenario: You are going to apply for the following internship advertised in an internship portal on the internet.

JOB DESCRIPTION

We are looking for an intern with great teamwork, excellent design thinking, and engaging storytelling skills. If you are constantly pondering how things can be designed more innovatively, if you have big fresh ideas about what will help reshape how people approach their work, we want you!

The ideal intern is one who excels at engaging people and enjoys shaping organizational behaviour through design innovations.

As an intern, you will work closely with our Work Design teams to deliver creative insights that will transform work and organizational behaviour.

COMPANY SNAPSHOT

Futuristic Consultancy

Vision: Future focus, Future ready, Future secure

Tag line: Live the Future, Today!

Industry

Management Consultancy Services

Company Size

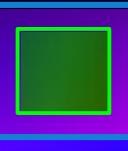
200 Employees



APPLY NOW

To apply, send us ONE (1) video in MP4 format:
A 4- to 6- minute video of you showcasing your teamwork in design thinking.

To illustrate your teamwork and design thinking skills, you will work in a team to explore the future of a selected job in any industry. You are expected to interview a relevant job-holder to understand the nature of his or her current job and then envision how that position can be transformed to become future-ready. You should investigate the complexity of this job, generate multiple possible options, and then propose an innovative solution that incorporates the latest technologies, e.g., robotics, machine learning, etc.



Design Thinking



Instructions:

1. You work with your team to complete this assignment.
2. Identify a job in any industry as the focus of your team project.
3. Find out what this job entails in granular detail by interviewing a current job holder.
4. Search for inspiration from a variety of sources, e.g., news reports, interviews of relevant people for more down-to-earth insights, academic journals, expert opinions, dreams, etc.
5. Generate as many options as possible for how this job could be done.
6. Test-drive your ideas in multiple ways, e.g., sketches, prototypes, role-plays, feedback from others, trial runs, etc.
7. Document how you apply the entire design thinking process to complete this assignment in your team video (in MP4 format) of about 4 to 6 minutes.
8. Make sure you address all the elements of design thinking that are listed in the assessment rubric.
9. Submit a signed copy of your Declaration of Integrity form and ONE (1) team video to the relevant Design Thinking folders created by your instructor by **March 10, (Friday), 9.00 pm**.



Introduction

The ability to acquire knowledge today is increasingly important in an information-intensive environment where information is readily available for free or at low cost. Having ready access to information does not automatically translate into more knowledgeable individuals. To transform information into knowledge, one needs to deliberately seek out relevant chunks of information and then translate that information into meaningful knowledge.

According to Glazer (1998), information is not inherently scarce although it is often perishable; it may not manifest decreasing returns but, on the contrary, may manifest increasing returns the more it is used. Herbert Simon (1971) provided a unique perspective about information: "What information consumes is rather obvious; it consumes the attention of its recipients. Hence a wealth of information creates a poverty of attention, and a need to allocate that attention efficiently among the overabundance of information sources that might consume it." As such, the attention of the information/knowledge seeker is a scarce resource that needs to be managed strategically. Thus, acquiring knowledge with the optimal use of one's attention is a valuable skill to acquire.

Learning Goal: Knowledge Acquisition & Knowledge Sharing

You are expected to demonstrate your ability to acquire knowledge through self study and collaborative learning. You will work in a team of 4 to 5 members to complete a team project in analyzing a real-world management case. By analyzing an OB case, you will learn how to apply various theoretical frameworks to develop a better understanding of real-life problems and propose logical solutions. Furthermore, you will also learn how to speak confidently and inspirationally when sharing the case analysis in class.

Glaser, B. G. (1998). *Doing Grounded Theory: issues and Discussions*. Mill Valley, California: The Sociology Press.

Simon, H. A. (1971). Designing Organizations for an Information-Rich World, in: Martin Greenberger, Computers, Communication, and the Public Interest, Baltimore. MD: The Johns Hopkins Press. pp. 40–41.



Learning Outcomes

You are expected to:

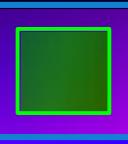
1. Analyze an assigned case with a comprehensive understanding of key concepts and theoretical frameworks.
2. Consider contextual and temporal properties of information when providing an interpretation or analysis.
3. Examine whether missing information, ambiguous information, or a lack of information could have an impact on your analysis. Search the Internet for additional details.
4. Provide an informed, overall evaluation.

Instructions:

Team Case Analysis and Knowledge Sharing (18%)

All teamUP assignments are listed on page 22 of this eOBSeminarGuide. For this project, you are expected to show your understanding of the theoretical frameworks and concepts of the assigned seminar by applying them to the case assigned to provide an analysis. You are encouraged to search for more information from other sources..

- Each team is expected to write its analysis with the use of up to **ten (10) PowerPoint slides**.
- Pay close attention to all the evaluation criteria of the knowledge acquisition rubric.
- **Use the elements in the knowledge acquisition rubric as sub-headings in your analysis.**
- Cite all sources of information correctly.
- Submit the declaration of integrity form in your last PPT slide. Please take note that the 10-slide limit for this assignment does not include this last slide, the title slide, or the reference list slide.
- Submit a softcopy of your PowerPoint to Turnitin **48 hours before the assigned seminar**.



teamUP



Knowledge Sharing

All team members are expected to participate in the sharing of your team's analysis with the class. **You may create a simpler set of PowerPoint slides for the sharing session.** You may include other visual aids such as props and video clips.



- (a) *Each team is allowed to use up to a maximum of ten (10) slides, excluding the title slide, for the in-person knowledge sharing if needed. You may choose not to use PPT at all.*
- (a) *Make your sharing interesting, enriching, and creative. You may incorporate any of the following activities:*
 - organize a game
 - perform a role-play
 - provide a video clip
 - use a polling tool
 - deploy creative props
- (b) *Submit your teamwork peer evaluation within 24 hours after the end of your assigned seminar.*



Instructions for knowledge sharing:

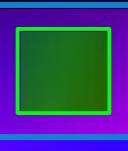
1. Share your case analysis by conducting a 20-minute knowledge sharing session.
2. In the ten minutes following your knowledge sharing session, engage your audience in a 10-minute Q&A session.

Instructions for Q&A:

1. For the audience: In the audience, a member from each team may pose a question to the sharing team.
2. For the sharing team: Every team member is to answer at least one question posed by the audience.
3. Your instructor will grade your contributions to the Q&A as part of your voiceUP.



Team Names	Seminar #	Team Names	Seminar #
	Iron Man <p>Seminar 5</p> <ul style="list-style-type: none"> Why I quit Amazon just 5 months after I've started 		Hulk <p>Seminar 9</p> <ul style="list-style-type: none"> American Airlines workers picket over contracts as company reports record revenue American Airlines Pilots Union Says Deal With Isom Helped Holiday Ops
	Captain America <p>Seminar 6</p> <ul style="list-style-type: none"> Empowering Our Employees Why Microsoft Measures Employee Thriving, Not Engagement 		Black Widow <p>Seminar 10</p> <ul style="list-style-type: none"> What Makes Apple's Tim Cook the Most Influential CEO Tim Cook on the 'Basic Human Right' of Privacy and the Technology That Excites Him the Most
	Black Panther <p>Seminar 7</p> <ul style="list-style-type: none"> How Pixar Fosters Collective Creativity 		Ant Man <p>Seminar 11</p> <ul style="list-style-type: none"> TSMC's Culture Clash at Arizona Fab From somebody to nobody: TSMC faces uphill battle in U.S. talent war
	Thor <p>Seminar 8</p> <ul style="list-style-type: none"> How this CEO Avoided the Glass Cliff and turn around an "uninvestible" company AMD's Lisa Su Rocked Semiconductor Boy's Club And Took On Intel 		Ultron <p>Seminar 12</p> <ul style="list-style-type: none"> Facebook changes company name to Meta Meta laying off more than 11,000 employees: Read Zuckerberg's letter announcing the cuts



Introduction

The COVID-19 pandemic, technological advancements in artificial intelligence, robotics and machine learning are all leading to a fundamental change in business practices. The purpose of this lightUP activity is to immerse you in these new contexts while learning and applying various organizational behaviour theories and concepts.

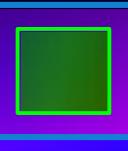
Learning Goal: Knowledge Sharing

This lightUP segment of the seminar is for you to share interesting OB insights that you acquire by reading recent publications. This assignment will motivate you to explore the knowledge frontier by extracting OB insights from recent publications on artificial intelligence, neuroscience research, the global pandemic, etc. and then sharing these insights with others in an engaging manner.

Learning Outcomes

You are expected to:

1. Share valuable insights gathered from newly published neuroscience research studies, AI, robotics, global pandemic, etc.
2. Use a conversational style to deliver your ideas and speak assertively
3. Align your verbal and non-verbal communication effectively
4. Connect your insights to the relevant OB concepts or frameworks



Instructions:

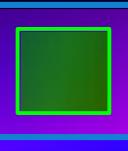
1. Work individually on this assignment.
2. Your instructor will assign you as the lightUP speaker for a specific seminar.
3. Based on the topics of your assigned seminar, you should then search for published articles that link AI, robotics, neuroscience, cross-cultural insights, global pandemic, etc., to these topics. (Note: You may choose to use any of the recommended articles that are listed for the assigned seminar)
4. After you have found an interesting article, identify one or two insights from it that you may be able to share comfortably in **five (5)** minutes.
5. Present your insights and references in **two (2)** PowerPoint slides. The declaration of integrity form is to be submitted as your third PPT slide.
6. Submit your PowerPoint slides to Turnitin **48 hours** before your assigned seminar.
7. You are NOT to use any PowerPoint slides in your sharing.
8. Design your delivery to arouse a sense of curiosity in your audience so that they will listen to you attentively and think actively about what you say.
9. In your delivery, make sure you attend to all the elements listed in the Inspirational Assertive Communication Rubric.

Instructions for lightUP expert sharing:

1. Conduct a five-minute in-person knowledge sharing session during your assigned seminar.
2. You may use props and visual aids in your sharing, but you are not allowed to use any PowerPoint slides.

Instructions for all students:

1. During the seminar, students are to provide feedback on each lightUP speakers via an MS-Form provided by the instructor.
2. In addition to providing their feedback on other lightUP speakers, the lightUP speakers themselves will also provide reflections on their own sharing.
3. Your instructor will grade the quality of your feedback as part of your voiceUP.



Introduction

Voicing your opinions is important in this knowledge age. By participating actively in class, you will learn to vocalize your viewpoints and build up your confidence to speak up. There are two main reasons for developing voicing efficacy in this course. First, by voicing your opinions, you engage your mind at once in active learning, making learning more effective. Second, participation allows us to learn from one another. We get to sharpen our cognitive skills when we are confronted with different or contradictory viewpoints and arguments. By comparing and evaluating differing ideas, we get to see the inherent complexity of an issue.

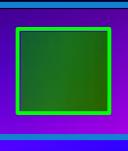
Learning Goal: Knowledge Sharing

You are encouraged to voice your opinions boldly in sharing your ideas with others.

Learning Outcomes

You are expected to contribute meaningfully to discussions in the various segments of the seminar:

1. Review, powerUP & seminar wrap-up – You contribute insights to enrich our understanding of theoretical concepts or frameworks
2. teamUP knowledge sharing – You ask probing questions to promote critical thinking to the presentation team, or provide logical answers to questions others have posted
3. lightUP expert sharing – You give insightful feedback to show your learning and to encourage our lightUP speakers



Introduction

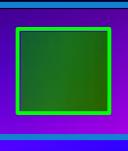
This course adopts the flipped classroom approach. As such, pre-class preparation is critically important for you to benefit from the various experiential exercises planned for each seminar. At the start of each seminar, your instructor will conduct a quiz or give you a list of short-answer questions for you to answer individually. By doing this start-of-class activity, you will get to size up the effectiveness of your pre-class preparation and your readiness to participate in class activities

Learning Goal: Knowledge Acquisition

You are encouraged to learn on your own before coming to class.

Learning Outcome

You are expected to show your understanding of the theories and frameworks of each seminar through self-learning. You are expected to get ready to participate in all in-class exercises



checkUP



Introduction

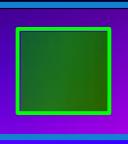
At the end of each seminar, your instructor may conduct a pop-quiz. By doing this end-of-seminar activity, you will assess how well you have learned the theories and concepts presented in the seminar.

Learning Goal: Knowledge Acquisition

This checkUP segment of the seminar is for you to evaluate your learning effectiveness.

Learning Outcome

You are expected to show your understanding of the theories and frameworks after each seminar.



My Reflective Learning



Task: Reflect on your own personality, personal values, and life experiences. Identify one significant life event or incident for this assignment. For this life event or incident, briefly describe its context and your situation. Then, apply two relevant theoretical frameworks to analyse the situation and generate some valuable insights from your analysis.

Requirement: You are to apply two theoretical frameworks to analyse the chosen life event or incident. You should choose the frameworks from two different PARTS of the text.

1. PART ONE: Introduction

- (a) Chapter 1: Introduction to the Field of Organizational Behavior

2. PART TWO: Individual Behavior and processes:

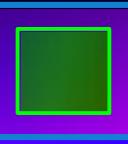
- (a) Chapter 2: Individual Behavior, Personality and Values
- (b) Chapter 3: Perceiving Ourselves and Others in Organizations
- (c) Chapter 4: Workplace Emotions, Attitudes, and Stress
- (d) Chapter 5: Employee Motivation

3. PART THREE: Team Processes

- (a) Chapter 7: Team Dynamics
- (b) Chapter 9: Power and Influence in the Workplace
- (c) Chapter 10: Conflict and Negotiation in the Workplace
- (d) Chapter 11: Leadership in Organizational Settings

4. PART FOUR: Organizational Processes

- (a) Chapter 13: Organizational Culture
- (b) Chapter 14: Organizational Change



My Reflective Learning

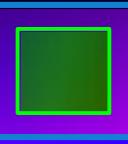


Instructions:

1. You are to submit “My Reflective Learning” essay to Turnitin Assignment by using the **“Submission Document for My Reflective Learning”**.
2. Write a 1000 (+/- 10%) word essay. Remember to state the number of words at the end of your essay. **Your instructor will not grade essays that exceed 1100 words.** You may include diagrams in your essay. **Do not include the words in your diagrams and sub-headings in your word count.**
3. Do not plagiarize.
4. Your instructor will grade your post based on the assessment rubric given on page 37. This rubric was designed with three considerations in mind:
 - (a) Reporting and relating: Recalls what happened and observes the connection between a chosen life event and one's own personality, values, knowledge, skills, and abilities.
 - (b) Reasoning: Applies the appropriate theoretical concepts and frameworks to analyse the chosen real-life event.
 - (c) Reconstructing: Reframes future actions for handling similar situations and explains what might work and why.
5. You should submit this essay by the end of your scheduled Seminar 13.

Organize your write-up in the following manner:

1. My experience : (Provide a brief description of the life event that you have chosen for this assignment)
2. My analysis: (Use two pertinent theoretical frameworks to analyze your experience, but make sure they come from two different parts of the textbook.)
3. My actionable insights: (Discuss actionable insights that you develop from your analysis)



My Reflective Learning

Example:



My Experience:

Context: It was ...

Your situation: I was ...

My Analysis:

(1) Theoretical framework #1: Five-Factor Model of Personality (Part Two)

I had a ...

(2) Theoretical framework #2: Transformational Leadership (Part Three)

Reflecting on my experience then, I was ...

My Insights:

Based on my analysis, I would handle a similar situation in the future differently.

- (a) I could have acted more ...
- (b) I could change ...
- (d) I would ...

Frequently, managers need to verify their assumptions through research before making decisions. However, not many managers know how to conduct such research systematically and scientifically. The goal of this Research Participation is to expose students to the process of doing research in management.

You are required to complete 2 research requirements, each of which will correspond to 2% of your final grade. You may choose any one of the three options below:

- To participate in two (2) hours of research experiments, or
- To write two (2) reviews of articles, or
- To participate in one (1) hour of research PLUS write one (1) review of an article.

1. Participate in research experiments

Research studies conducted by NBS management professors will be conducted from Week 3 to Week 13 of the semester. Notices regarding the times and locations of studies will be posted on <https://ntu-nbs.sona-systems.com/default.aspx>. We will automatically create an account for you on this website, and you will receive your password by email.

2. Write reviews of articles

For each article review, you are required to submit a two-page critical review (from 850 to 1000 words) on any of the following empirical research articles:

- Raetze, S., Duchek, S., Maynard, M. T., & Wohlgemuth, M. (2022). Resilience in organization-related research: An integrative conceptual review across disciplines and levels of analysis. *Journal of Applied Psychology*, 107(6), 867.
- Lanaj, K., Jennings, R. E., Ashford, S. J., & Krishnan, S. (2021). When leader self-care begets other care: Leader role self-compassion and helping at work. *Journal of Applied Psychology*.
- Miron-Spektor, E., Emich, K. J., Argote, L., & Smith, W. K. (2022). Conceiving opposites together: Cultivating paradoxical frames and epistemic motivation fosters team creativity. *Organizational Behavior and Human Decision Processes*, 171, 104153.
- Burris, E. R., Martins, L. D., & Kimmons, Y. (2022). Mixed Messages: why managers (do not) endorse employee voice. *Organizational Behavior and Human Decision Processes*, 172, 104185.

2. Write reviews of articles (cont.)

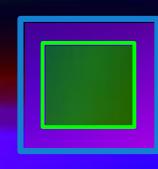
You are required to read the article of your choice, and then write a review of that article to address the five (5) questions below:

1. What is the main research question addressed in this article?
2. What methodology was used to test the research question? That is, what were the characteristics of the sample? Were data collected from surveys, experiments, etc.? Was the study longitudinal or were data collected at a single point in time?
3. What were the results of this study? What was the answer to the research question?
4. What are your suggestions for future research on this topic?
5. What did you learn from this study?

To satisfy the research requirement, your review should be thorough, accurate, and answer each of the five (5) questions. You should expect to spend approximately 1 to 2 hours to complete each article review. The research coordinator will determine whether your written research review meets the requirements. Reviews will receive a Pass or Fail grade.

Should you choose to write a review of a research article, please do NOT turn it in to your instructor. Instead, please submit an electronic copy to the **Turnitin Assignment Folder located at the MAIN course site**. Written research reviews are due by **5:00 pm on April 14, 2023**. You may submit research reviews at any time before this deadline. Make sure to include your name, class seminar number, and email address on the reviews themselves.

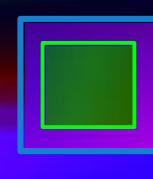
If you have any questions about this research requirement, you should not ask your instructor. Instead, you should email the Research Coordinator at LMOsubjectPool@ntu.edu.sg



Assessment Rubrics: Critical Thinking



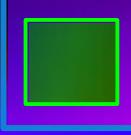
Observable traits	Weightage (%)	1-4 Poor	5-7 Average	8-10 Good
1. Defines the subject matter, identifies key concepts, and maps their relationships	20%	Does not define the subject matter or identify the key concepts; fails to map the concepts in a logical manner	Defines the subject matter well, identifies nearly all the key concepts, and maps their relationships with one another somewhat logically	Defines the subject matter very well; identifies all the key concepts and maps their relationships with one another logically
2. Identifies and considers OTHER theoretical perspectives that are important to the analysis of the issue	20%	Deals only with a single perspective and fails to discuss other possible perspectives, especially those salient to the issue	Develops a better understanding of the issue by discussing other perspectives drawn from outside sources	Develops a comprehensive understanding of the issue by discussing other perspectives drawn from outside sources
3. Identifies and assesses the quality of supporting data/evidence and provides additional data/evidence related to the issue	20%	Fails to examine the validity of the information provided or provide justification for rejecting arguments provided. Confuses associations and correlations with cause and effect	Examines some of the evidence and source of evidence; questions its accuracy, precision, relevance, and completeness. Observes cause and effect and addresses existing or potential consequences	Examines the evidence and source of evidence; questions its accuracy, precision, relevance, and completeness. Observes cause and effect and addresses existing or potential consequences
4. Identifies and considers key assumptions and the influence of the context on the issue	20%	Does not consider the assumptions of the author, and does not examine the contexts	Identifies and questions the validity of some assumptions made by the author and analyzes the issue with some sense of scope and context	Identifies and questions the validity of assumptions made by the author, and analyzes the issue with a clear sense of scope and context
5. Provides a conclusion that discusses implications of the article and gives an informed, overall evaluation	20%	Fails to provide a conclusion, or provides a conclusion that is inconsistently tied to earlier discussion	Provides a conclusion that discusses some implications of the article and gives a good synthesis of the main points discussed	Provides a conclusion that logically discusses implications of the article, and gives an informed and well thought-out overall evaluation



Assessment Rubrics: Design Thinking



Observable traits	(%)	1-4 Poor	5-7 Average	8-10 Good
Team (18%)				
1. Generates curiosity and interest with a succinct description of the project	25%	Description of the project does not arouse any a sense of curiosity, interest or excitement	Description of the project generates some sense of curiosity, interest, and excitement	Description of the project provokes a heightened sense of curiosity, interest, and enthusiasm
2. Seeks inspiration from a diversity of sources by observing current situational constraints, identifying possible changes, searching for opportunities, and paying special attention to “extreme” users	25%	Seeks inspiration from only one or two sources of information	Seeks inspiration from a few sources of information	Seeks inspiration from a broad diversity of sources
3. Generates many ideas, scenarios, and sketches; applies integrative thinking in ideation	25%	<ul style="list-style-type: none"> • Generates only two or three ideas, scenarios, or sketches • Does not apply integrative thinking in ideation 	<ul style="list-style-type: none"> • Generates a number of ideas, scenarios, and sketches • Applies some integrative thinking in ideation 	<ul style="list-style-type: none"> • Generates a plethora of ideas, scenarios, and sketches • Applies integrative thinking in ideation
4. Test-drives a proposed solution with prototypes and tests; convinces others by telling a compelling story; influences others to view your proposed solution favourably.	25%	<ul style="list-style-type: none"> • Conducts only one or two tests of the proposed solution • Tells an unconvincing story • Applies weak influence strategies 	<ul style="list-style-type: none"> • Conducts several tests of the proposed solution • Tells a rather convincing story • Applies good influence strategies 	<ul style="list-style-type: none"> • Tests the robustness of the proposed solution very well • Tells a credible & convincing story • Applies excellent influence strategies

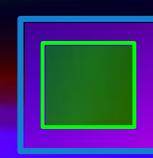


Assessment Rubrics: Inspirational Assertive Communication



Observable traits	Weightage (%)	1-4 Poor	5-7 Average	8-10 Good
1. Shares valuable knowledge and insights	25%	Shares some useful information	Shares valuable knowledge that enriches audience understanding of the matter	Creates “aha” moments in sharing interesting insights
2. Speaks in a conversational style; speaks assertively	25%	Speaks monotonously in a monologue; presents ideas vaguely	Speaks in a two-way conversational style with good intonation to capture attention and generate interest; displays confidence rather well	Speaks very well in a two-way conversational style with strategic use of intonation to sustain interest and enthusiasm; displays confidence positively
3. Aligns verbal with nonverbal communication; uses props and visual aids	25%	Does not align verbal with nonverbal communication; does not use any props or visual aids	Occasionally aligns verbal with nonverbal communication in delivering the message; uses props and visual aids quite effectively	Aligns verbal with nonverbal communication very well in reinforcing the message; uses props and visual aids strategically to make the sharing special and memorable
4. Connects insights to the relevant OB concepts or frameworks	25%	Does not logically connect insights with relevant OB concept(s) or/and framework(s)	Provides a logical connection between insights shared with relevant OB concept(s) or/and framework(s)	Provides an enriching discussion on the connection between insights shared with relevant OB concept(s) or/and framework(s)

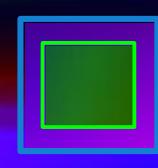
Ames, D. R., & Flynn, F. J. (2007). What breaks a leader: The curvilinear relation between assertiveness and leadership. *Journal of Personality and Social Psychology*, 92(2): 307-324. (Note: In contrast to prior work that focused on linear effects, the authors argue that individuals seen either as markedly low in assertiveness or as high in assertiveness are generally appraised as less effective leaders. The authors linked the curvilinear effects of assertiveness to underlying trade-offs between social outcomes (a high level of assertiveness worsens relationships) and instrumental outcomes (a low level of assertiveness limits goal achievement).)



Assessment Rubrics: Knowledge Acquisition & Sharing Rubric



Observable traits	%	1-4 Poor	5-7 Average	8-10 Good
Team (18%)				
1. Demonstrates a proper understanding of relevant concepts and theoretical frameworks; appropriately applies these to analyse a situation	18%	Does not fully understand or apply appropriately relevant concepts and theoretical framework	Provides good explanations and applies some concepts and theoretical frameworks appropriately	Provides an excellent analysis with proper application of many relevant concepts and theoretical frameworks
2. Considers contextual and temporal properties of the information when providing an interpretation	18%	Does not consider the impact of context or timing of information in making sense of information provided	Addresses some possible influences of contexts and timing of information in interpreting information provided	Addresses many possible influences of contexts and timing of information in interpreting information provided
3. Considers the influence of gaps in information, or lack of information, or presence of ambiguity in the information provided; explores the Internet for additional information	18%	Does not consider influence of gaps in information, or possible lack of information, or presence of ambiguity inherent in the information provided; does not search the Internet for additional information	Deliberates about some of the possible impacts of gaps in information, or lack of information, or ambiguity inherent in the information provided; enriches somewhat the understanding or interpretation of the situation with additional information	Deliberates very well about the possible impacts of gaps in information, or lack of information, or ambiguity inherent in the information provided; greatly enriches the understanding or interpretation of the situation with additional information
4. Gives an informed, overall evaluation	18%	Provides a conclusion that is inconsistently tied to earlier discussion	Gives a good synthesis of the main points discussed	Gives an informed and well thought out overall evaluation
5. Uses an effective delivery format to present team case analysis with equal participation by each member	28%	Uses a formalistic, or lukewarm, unengaging, unenthusiastic and ineffective delivery format to present team case analysis in a read-out, non-interactive manner, without equal participation of each member	Uses a somewhat engaging, quite enthusiastic and moderately effective delivery format to present team case analysis in a sufficiently interactive manner, with some but unequal participation of each member.	Uses a warm, engaging, enthusiastic and effective delivery format to present team case analysis interactively with equal participation of each member.



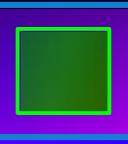
Assessment Rubrics: “My Reflective Learning” Rubric



Observable traits	Weightage (%)	1 – 4 Poor	5 – 7 Average	8 – 10 Good
1. Reporting and relating Recalls what happened and observes the connection between a chosen life event and one's own personality, values, knowledge, skill, and abilities	20%	Does not provide adequate details of the life event; does not elaborate on the connection between said life event and one's own characteristics.	Provides adequate details of the life event; elaborates well on the connection between said life event and one's own characteristics.	Provides insightful details of the life event and elaborates very well on the connection between said life event and one's own characteristics.
2 Reasoning Applies the appropriate theoretical concepts and frameworks to analyse a real-life event	60%	Does not provide a logical analysis of the situation when applying chosen theoretical frameworks	Provides a logical analysis of the situation when applying chosen theoretical frameworks appropriately	Provides a comprehensive and insightful analysis of the situation when applying chosen theoretical frameworks appropriately
3. Reconstructing Reframes future actions for handling similar situations and explains what might work and why.	20%	Does not explain possible future actions well and why they might work	Discusses possible future actions well, and explains why they might work	Discusses very well possible future actions and why they might work

References:

- Bain, J.D., Ballantyne, R., Mills, C., & Lester, N.C. (2002). *Reflecting on practice: Student teachers' perspectives*. Flaxton, QLD: Post Pressed.
- Ryan, Mary & Ryan, Michael (2012), Theorising a model for teaching and assessing reflective learning in higher education. *Higher Education Research and Development*. 32(2), 244-257.



Assessment Rubrics: Knowledge Sharing Rubric for voiceUP



Observable Traits	Weightage (%)	1-4 Poor	5-7 Average	8-10 Good
<p>Contributes to the following:</p> <ul style="list-style-type: none"> Review, powerUP, & Seminar Summary – provides insights that enrich understanding of certain concepts or frameworks teamUP – provides probing questions that promote critical thinking, or provides logical answers to questions posted by others lightUP – provides feedback that is insightful and encouraging 	100%	<p>Contributes to the following:</p> <ul style="list-style-type: none"> “Review, powerUP, & Seminar Summary” – provides ideas that barely or hardly enrich understanding of certain concepts or frameworks teamUP – provides barely probing questions that barely or hardly promote critical thinking, or provides answers that are not well-argued lightUP – provides feedback that is barely insightful and hardly encouraging 	<p>Contributes to the following:</p> <ul style="list-style-type: none"> “Review, powerUP, & Seminar Summary” – provides ideas that somewhat enrich understanding of certain concepts or frameworks teamUP – provides somewhat probing questions that promote critical thinking to some degree, or provides logical answers lightUP – provides feedback that is somewhat insightful and quite encouraging to some degree 	<p>Contributes to the following:</p> <ul style="list-style-type: none"> “Review, powerUP & Seminar Summary” – provides insights that definitely enrich understanding of certain concepts or frameworks teamUP – provides obviously probing questions that unquestionably promote critical thinking, or provides excellent, well-argued answers lightUP – provides feedback that is remarkably insightful and definitely encouraging

Assessment Rubrics: Teamwork Peer Evaluation Rubric

Teamwork Peer Evaluation

It is difficult for your instructor to assess the contribution of each member to various team-based activities. Hence, it is critical for you to rate the contribution of your team members objectively and impartially. **It is mandatory for you to submit your peer evaluation at the end of each team project for you to get marks for your team-based assignments.**

To factor peer evaluations into the final grades of various team-based assignments, the following computation will be used:

If, on average, you receive a rating of 80 or more, you will receive 100% of the team's grade.

If, on average, you receive a rating of less than 80, you will receive a specific percentage of the team's grade as determined by the formulae below:

An average rating of 70 to < 80 = $90 + (\text{average rating obtained} - 70)$

An average rating of 60 to < 70 = $80 + (\text{average rating obtained} - 60)$

An average rating of 50 to < 60 = $70 + (\text{average rating obtained} - 50)$

An average rating of 40 to < 50 = $60 + (\text{average rating obtained} - 40)$

An average rating of 30 to < 40 = $50 + (\text{average rating obtained} - 30)$

An average rating of 20 to < 30 = $40 + (\text{average rating obtained} - 20)$

An average rating of < 20 will be investigated by your instructor and the student may receive **0%** of group grades.

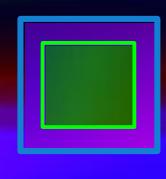
Example:

Assume the overall team assignment is 60 marks. If you got an average rating of 89, you get 100% of 60 marks, i.e., 60 marks. If you got an average rating of 62.9, you get 49.74%, i.e., $[80+[62.9-60]]/100 * 60$ marks. All evaluations are confidential. Your instructor reserves the right to review ratings if circumstances suggest that discrimination, bias, malice, etc. may have been in play with regard to your peer assessment. The teamwork peer evaluation form is shown below.

Assessment Rubrics: Teamwork Peer Evaluation Rubric

Please rate each member in your group (excluding yourself) on four dimensions by using the 1 to 10 evaluation scale shown below. Input a whole number (no decimals) from 1 to 10 for each dimension.

Names of group members	Effort put into the project: The amount of work put into the project, such as coming to meetings on time; contributing ideas; performing assigned duties comprehensively; helping to organize meetings.	Merit of contribution: The strength of contribution, such as the effectiveness of contributions in terms of quality of outputs; creativity of ideas.	Constructive team behaviors: Listens attentively to and seeks inputs from others; helps smooth functioning of the group; respect for others; fosters group camaraderie.	Commitment to the team: Behaves ethically by accepting full responsibility for assigned duties; exhibits group citizenship behavior, such as helping others when needed; places priority on group meetings.	For any rating that is less than 8, please provide a brief explanation
1.					
2.					
3.					
4.					
5.					
6.					



Important Dates

	Assignments	Due Dates
1	Critical Thinking Assignment – 15% <ul style="list-style-type: none">• A summary page• A 1000-word written assignment• Reference list• Self-assessed rubric (Self-rating)• Signed declaration of integrity	February 24 (Friday), 9.00 pm
2	Design Thinking Assignment – 18% <ul style="list-style-type: none">• Team video• Teamwork peer evaluation (eUreka)	March 10 (Friday), 9.00 pm
3	teamUP – 18% <ul style="list-style-type: none">• Case analysis & Delivery• Teamwork peer evaluation (eUreka)	<ul style="list-style-type: none">• Submit PowerPoint slides of case analysis to Turnitin 48 hours before the scheduled class sharing
4	My Reflective Learning – 15%	<ul style="list-style-type: none">• Submit “My Reflective Learning” write-up by the end of the scheduled seminar 13.
5	lightUP Knowledge Sharing -- 15%	<ul style="list-style-type: none">• Submit a softcopy of your PowerPoint to Turnitin 48 hours before your scheduled class sharing
6	Research Participation – 4%	For research experiments – you choose the dates to sign up for the experiments For article reviews – April 14 (Friday), 5.00 pm.

Seminar 1: Introduction to the Field of Org. Behavior



Getting ready to contribute

1. Compulsory reading:
 - Chapter 1 introduction to the Field of Organizational Behavior
2. Course documents – Go through the eOBSeminarGuide and all the assessment rubrics



Getting to know you

Be ready for some exciting ice-breaking activities!



Forming teams

1. Eight teams will be formed for each seminar group
2. Your instructor will assign you to a team of 4 to 5 members
3. You are encouraged to contribute your best effort to the various team activities

(Note: Team membership may vary during the add-drop period)



Assessing self-learning (Closed-book)

Introduction to the field of Organizational Behavior

1. Define OB
2. Explain the reasons for studying OB
3. Discuss the five anchors of OB knowledge
4. Discuss the emerging workplace landscape
5. Explain the MARS model



Introducing AB1601

1. Learning outcomes
2. How to study for this course
3. Seminar activities
4. Course assessments



Voicing your thoughts

Be assertive. Let us hear from you!

Seminar 2: Design Thinking & Critical Thinking



Getting ready to contribute

1. Cryer, b., McCraty, R., & Childre, D. (2003). Pull the plug on stress. *Harvard Business Review*. July, 102-107.
2. Read Brown, T. (2008). Design thinking. *Harvard Business Review* (HBR), June: 84 – 92.
3. Liedtka, J. (2018), Wny design thinking works. *Harvard Business Review* (HBR), Sep-Oct: 72 – 79.



Critical Thinking Rubric

Cryer, b., McCraty, R., & Childre, D. (2003). Pull the plug on stress. *Harvard Business Review*. July, 102-107.



Exploring the knowledge Frontier

Inspirational Assertive Communication Rubric

This Robot Artist Just Became the First to Stage a Solo Exhibition. What Does That Say About Creativity? [Click Here](#)

Watch Ai-da in action. [Click Here](#)



Design Thinking Rubric



Voicing your thoughts

Be assertive. Let us hear from you!

Seminar 3: Individual Behavior, Personality and Values



Getting ready to contribute

1. Compulsory reading: Chapter 2 Individual Behavior, Personality and Values
2. Explore your BIG FIVE – Please download “Exploring Your BIG FIVE” from the MAIN course site.
3. Determine your MBTI

Please access the site below to read about the 4 dichotomies of Myers-Briggs Personality Types [Click HERE](#).

What are Your Preferences?

- Extraversion (E) or Introversion (I)
- Sensing (S) or Intuitive (N)
- Thinking (T) or Feeling (F)
- Judging (J) or Perceiving (P)

What are your 4 MBTI letters?

E or I

S or N

T or F

J or P



Assessing Self-Learning

1. Explain the Five-Factor Model of personality
2. Discuss the Dark Triad and MBTI
3. Explain the Schwartz's Model
4. Discuss the four ethical principles
5. Explain how cross-cultural values are observed



Experiencing OB

Be ready to participate in the activity your instructor conducts



Applying OB Lens

The personality of Donald Trump [Click HERE](#).

Donald Trump's Values [Click HERE](#).



Exploring the Knowledge Frontier

Human–Robot Similarity and Willingness to Work with a Robotic Co-worker

Click [HERE](#).



Assessing Learning Effectiveness



Voicing your views

Be assertive.
Let us hear from you!

Seminar 4: Perceiving Ourselves and Others in Organizations



Getting ready to contribute

1. Compulsory reading: Chapter 3 – Perceiving ourselves and others
2. Assess your social Identity (AIQ)

Please download "Exploring Your Identity Orientation" from the MAIN course site.

Your scores:

- | | |
|--------------|--------------|
| 1. PIO _____ | 3. SIO _____ |
| 2. RIO _____ | 4. CIO _____ |



Assessing Self-Learning

1. Explain how we perceive ourselves
2. Explain how we perceive the world around us
3. Discuss factors that may impact our perceptual process
4. Discuss ways to improve perceptions



Experiencing OB

Be ready to participate in the activity your instructor conducts



Exploring the Knowledge Frontier

Bias in AI is a real problem. Here's what we should do about it

Click [HERE](#).

Trust and bias in robots

Click [HERE](#).

Rise of the racist robots – how AI is learning all our worst impulses

Click [HERE](#).



Applying OB Lens

Exclusive: I left Google because of pregnancy discrimination

Click [HERE](#).



Assessing Learning Effectiveness



Voicing your views

Be assertive.
Let us hear from you!

Seminar 5: Workplace Emotions, Attitudes, and Stress



Getting ready to contribute

1. Compulsory reading: Chapter 4 – Workplace Emotions, attitudes, and stress
2. How well do you read other people?

Click [HERE](#).

Your Score _____



Assessing Self-Learning

1. Explain how attitudes and behaviour are influenced by emotions and cognition
2. Discuss what emotional intelligence is
3. Explain why job attitudes are important for organizations
4. Discuss how you would manage work-related stress

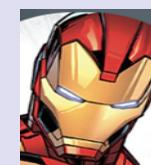


Experiencing OB

Be ready to participate in the activity your instructor conducts



Applying OB Lens



Why I quit Amazon just 5 months after I've started

Click [HERE](#).



Exploring the Knowledge Frontier

Commercial Use of Emotion Artificial Intelligence (AI): Implications for Psychiatry Click [HERE](#).

The Rise of Robots Increases Job Insecurity and Maladaptive Workplace Behaviors: Multimethod Evidence. Click [HERE](#).



Assessing Learning Effectiveness



Voicing your views

Be assertive.
Let us hear from you!

Seminar 6: Employee Motivation



Getting ready to contribute

1. Compulsory reading:

- Chapter 5 – Employee Motivation



Assessing Self-Learning

1. Explain employee engagement
2. Explain the following:
 - Four-Drive Theory
 - Maslow's Needs Hierarchy
 - Learned Needs Theory
 - Expectancy Theory
 - OB Mod & Social Cognitive Theory
 - Org. Justice, Equity Theory
 - Goal Setting
 - Job Characteristics Model



Experiencing OB

Be ready to participate in the activity your instructor conducts



Applying OB Lens



Empowering Our Employees

[Click HERE.](#)

Why Microsoft Measures Employee Thriving, Not Engagement

[Click HERE.](#)



Exploring the Knowledge Frontier

Beyond Intrinsic and Extrinsic Motivation

[Click HERE.](#)

“We aren't your reincarnation!”

[Click HERE.](#)

Robots in the Workplace: a Threat to—or Opportunity for—Meaningful Work?

[Click HERE.](#)



Assessing Learning Effectiveness



Voicing your views

Be assertive.
Let us hear from you!

Seminar 7: Team Dynamics



Getting ready to contribute

1. Compulsory reading:
 - Chapter 7 – Team Dynamics

*** Critical Thinking Assignment due on February 24 (Friday), 9.00 pm**



Assessing Self-Learning

1. Explain the advantages and disadvantages of teams
2. Discuss factors that should be considered in forming teams
3. Provide a list of strategies to increase team effectiveness



Experiencing OB

Be ready to participate in the activity your instructor conducts



Applying OB Lens



How Pixar Fosters Collective Creativity

[Click HERE.](#)



Voicing your views

Be assertive.
Let us hear from you!



Exploring the Knowledge Frontier

Becoming Team Members: Identifying Interaction Patterns of Mutual Adaptation for Human-Robot Co-Learning

[Click HERE.](#)

Sharing a work team with robots: The negative effect of robot co-workers on in-group identification with the work team

[Click HERE.](#)

Debunking Key Assumptions About Teams: The Role of Culture

[Click HERE.](#)



Assessing Learning Effectiveness

Seminar 8: Power and Influence in the Workplace



Getting ready to contribute

1. Compulsory reading: Chapter 9 --- Power and Influence in the Workplace

Design Thinking Assignment due on March 10 (Friday), 9.00 pm



Assessing Self-Learning

1. Explain the dependence model of power, sources of power, and contingencies of power.
2. Discuss the different types of influence tactics, the possible consequences of influencing others, and the contingencies to consider in choosing the tactics.
3. Discuss organizational politics.



Experiencing OB

Be ready to participate in the activity your instructor conducts



Applying OB Lens



How this CEO Avoided the Glass Cliff and turn around an “uninvestible” company

Click [HERE](#).

AMD's Lisa Su Rocked Semiconductor Boy's Club And Took On Intel

Click [HERE](#).



Be assertive.
Let us hear from you!



Exploring the Knowledge Frontier

Brescoll, V. L. (2011). Who takes the floor and why: Gender, power, and volubility in organizations. *Administrative Science Quarterly*, 56(4), 622–641 (Available from NTU Library Database)

Dirik, D. (2021). Leader power bases and perceived leader effectiveness: Conservation of gender stereotypes. *Current Psychology*, 40(12), 6175–6186. (Available from NTU Library Database)

Combining Robotic Persuasive Strategies: The Persuasive Power of a Storytelling Robot that Uses Gazing and Gestures

Click [HERE](#).



Assessing Learning Effectiveness (Closed Book)

Seminar 9: Conflict and Negotiation in the Workplace



Getting ready to contribute

1. Compulsory reading: Chapter 10
2. Explore your conflict handling styles:
Please download "Exploring Your Conflict Handling Styles" from the MAIN course site.

Based on the results :

- (a) Your most preferred style is _____
(b) Your 2nd preferred style is _____



Assessing Self-Learning

1. Discuss the positive and negative consequences of conflicts in the workplace
2. Discuss the differences between task and relationship conflict and propose ways to handle these conflicts
3. Explain the conflict process
4. Describe the different conflict handling styles



Experiencing OB

Be ready to participate in the activity your instructor conducts



Applying OB Lens



American Airlines workers protest over contracts as company reports record revenue

[Click HERE.](#)

American Airlines Pilots Union Says Deal With Isom Helped Holiday Ops

[Click HERE.](#)



Exploring the Knowledge Frontier

Robots and AI threaten to mediate disputes better than lawyers

[Click HERE.](#)

Finding Potential Speed Bumps and Pitfalls in Buyer–Seller Negotiations in Twenty Cultures

[Click HERE.](#)

Face Concerns in Interpersonal Conflict

[Click HERE.](#)



Assessing Learning Effectiveness



Voicing your views

Be assertive.
Let us hear from you!

Seminar 10: Leadership in Organizational Settings



Getting ready to contribute

1. Compulsory reading:

- Chapter 11 – Leadership in Organizational Settings



Assessing Self-Learning

1. Define leadership and shared leadership
2. Explain the four perspectives of leadership
3. Discuss the differences and the interdependence between transformational leadership and managerial leadership



Experiencing OB

Be ready to participate in the activity your instructor conducts.



Exploring the Knowledge Frontier

Human-robot collaboration: A multilevel and integrated leadership framework

Click [HERE](#).

When computers take the lead: The automation of leadership

Click [HERE](#).



Applying OB Lens

What Makes Apple's Tim Cook the Most Influential CEO

Click [HERE](#).

Tim Cook on the 'Basic Human Right' of Privacy and the Technology That Excites Him the Most

Click [HERE](#).



Assessing Learning Effectiveness



Voicing your views

Be assertive.
Let us hear from you!

Seminar 11: Organizational Culture



Getting ready to contribute

1. Compulsory reading:

- Chapter 13 – Organizational Culture



Assessing Self-Learning

1. Explain the elements of org. culture
2. Discuss the importance of org. subcultures
3. Discuss the relationships between org. culture and org. performance
4. Explain the strategies for merging org. cultures and changing org. culture
5. Describe the org. socialization process



Experiencing OB

Be ready to participate in the activity your instructor conducts



Applying OB Lens



TSMC's Culture Clash at Arizona Fab

[Click HERE.](#)

From somebody to nobody: TSMC faces uphill battle in U.S. talent war

[Click HERE.](#)



Exploring the Knowledge Frontier

Social Robots in Organizational Contexts: The Role of Culture and Future Research Needs
[Click HERE.](#)

Social Robots on a Global Stage: Establishing a Role for Culture During Human–Robot Interaction [Click HERE.](#)

The Influence of Culture on Attitudes Towards Humanoid and Animal-like Robots: An Integrative Review [Click HERE.](#)



Assessing Learning Effectiveness



Voicing your views

Be assertive.
Let us hear from you!

Seminar 12: Organizational Change



Getting ready to contribute

1. Compulsory reading:
 - Chapter 14 – Organizational Change



Assessing Self-Learning

1. Explain the Lewin's force field analysis model
2. Explain the resistance to change and discuss six strategies to minimize such resistance
3. Discuss three strategies that help in facilitating org. change
4. Discuss ethical and cross-cultural issues related to org. change



Experiencing OB

Be ready to participate in the activity your instructor conducts



Exploring the Knowledge Frontier

The Metaverse Is Coming—Are You Ready? Click [HERE](#).

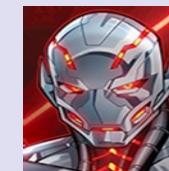
How AI Changes the Rules Click [HERE](#).

How Metaverse Could Change Work Click [HERE](#).

Three Ways To Navigate Organizational Transformation In The Metaverse Click [HERE](#).



Applying OB Lens



Facebook changes company name to Meta
Click [HERE](#).

Meta laying off more than 11,000 employees:
Read Zuckerberg's letter announcing the cuts
Click [HERE](#).

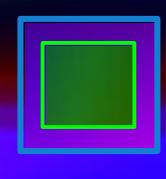


Assessing Learning Effectiveness



Voicing your views

Be assertive.
Let us hear from you!



Seminar 13: Overall Course Review and Wrap UP



Reviewing Seminar 12

Be ready to participate in the activity
your instructor conducts



Experiencing OB

Be ready to participate in the activity
your instructor conducts



Remembering OB

Be ready to participate in the activity
your instructor conducts

“My Reflective Learning” Assignment is due at the end of this seminar.

For more information, please refer to pages 28 to 30 of this Guide.



