Chiang Kai Shek College

菲律濱中正學院

CKS COLLEGE INSTITUTIONAL VISION-MISSION

Education for excellence, geared towards a united Filipino-Chinese community equipped with the basic academic skills, wisdom, and the virtues of propriety, righteousness, incorruptibility and honor, committed to nation building and international concern.

CORE VALUES

Chiang Kai Shek College challenges stakeholders to lead their lives in accordance to the four Confucian virtues:

Lǐ (禮, propriety, proper rite)

Yì (義, righteousness or justice)

Lían (廉, incorruptibility)

Chí (恥, honor, sense of shame)

Concomitant to attaining these values are the cultivation and sustenance of the holistic approach to education, an all-around development in five domains:

Dé (德, moral)

Zhì (智, intellectual)

Tǐ (體, physical)

Qún (群, team spirit)

Měi (美, aesthetic)

Based on these Confucian moral values, CKS College simplifies its Core Values as follows:
Relevant Education
Good Character
Committed Service

COLLEGE VISION STATEMENT

To become the preferred Filipino-Chinese college that offers high quality, learner-centered, and outcome-based education to future entrepreneurs, professionals, and managers in the fields of business, IT, and education.

COLLEGE MISSION STATEMENT

CKS College is a preeminent Filipino-Chinese college that seeks to grow, educate, and train future entrepreneurs and leaders who will make significant contributions to society.

It endeavors to create a learning environment that balances theory with practice, so as to equip students with the necessary knowledge, skills, and values that will enable them to succeed in their respective fields.

In partnership with CKS College faculty, staff, and administration, and through stronger linkages with various organizations, CKSC alumni, businessmen, and professionals, it shall continuously make its degree programs more adaptive and relevant to changing educational, social, technological, and business environments, thereby bridging the gap between academe and industry.

It shall supply various sectors with capable, competent, and pro-active educators, accountants, managers, marketers, IT experts, and entrepreneurs who shall be known for their commitment, excellence, passion, and integrity.

CKS COLLEGE INSTITUTIONAL OBJECTIVES

1. To train bright and capable leaders of society
2. To prepare people for the task of building a better and stronger nation
3. To harvest and share great ideas from Eastern and Western cultures
4. To enhance friendship and understanding between Filipinos and Chinese

PROGRAM OUTCOMES (PO)

1. Common to All Programs
1.1 Recognize and examine the trends and developments in one's field of specialization.
1.2 Effectively communicate orally and in writing using English, Filipino, mother tongue language, and an appropriate Foreign Language required by the industry.
1.3 Work effectively and independently in multi-disciplinary and multi-cultural teams.
1.4 Act in recognition of professional, social, and ethical responsibilities.
1.5 Preserve and promote Filipino historical heritage and cultural values.
1.6 Engage in ongoing, voluntary, and self-motivated pursuit of knowledge (lifelong learning).
1.7 Demonstrate the values of propriety, righteousness, incorruptibility, and honor.

2. Common to the Business and Management Discipline
2.1 Perform the basic management functions, such as planning, organizing, staffing, leading, and controlling.
2.2 Apply proper decision making tools to critically, analytically, and creatively solve problems and drive results.
2.3 Apply the basic concepts that underlie each of the functional areas of business (marketing, finance, human resources management, production and operations management, information technology, and strategic management) and employ these concepts in various business situations.
2.4 Apply information and communication technology (ICT) skills as required by the business environment.
2.5 Work effectively with other stakeholders and manage conflict in the workplace.
2.6 Employ entrepreneurial skills in planning and implementing business activities.
2.7 Demonstrate high personal moral and ethical standards, organizational citizenship, and corporate social responsibility.

3. Specific to the Accountancy Program
3.1 Resolve business issues and problems, with a global and strategic perspective using their knowledge and technical proficiency in the areas of financial accounting & reporting, cost accounting & management, management accounting & control, taxation, and accounting information systems;
3.2 Conduct accountancy research through independent studies of relevant literature and appropriate use of accounting theory and methodologies;
3.3 Employ technology as a business tool in capturing financial and non-financial information, generating reports and making decisions;
3.4 Apply knowledge and skills that will enable them to successfully respond to various types of assessments (including professional and certifications);
3.5 Confidently maintain a commitment to good corporate citizenship, social responsibility and ethical practice in performing functions as an accountant.
3.6 Use financial & non-financial information to conduct sustainability and strategic audit of various business organizations.

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COURSE SYLLABUS

Course Code	:	ACHUBE
Course Title	:	Human Behavior in Organization
Credit	:	3.0 Units
Instructor	:	
Class Day	:	
Class Time	:	
Classroom	:	
Consultation Schedule	:	

Course Description:

This course is designed to give students the basic knowledge of human behavior needed to create a more effective organizational environment. The course shall be broken down into three segments: (1) the behavior of individuals in organizations, (2) group behavior in organizations, and (3) how these behaviors affect the overall performance of organizations. Particular emphasis will be placed on individual differences, attitude, motivation, job satisfaction, communication, leadership, stress, change, and organizational culture.

Course Outcomes	Program Outcomes Addressed by the Course Outcomes
1. Enhance their awareness of their managerial competencies for interacting with others in a work organization.	2.5 Work effectively with other stakeholders and manage conflict in the workplace. 3.5 Confidently maintain a commitment to good corporate citizenship, social responsibility and ethical practice in performing functions as an accountant.
2. Describe the organizational concepts such as motivation, work attitude, human relations, leadership and social responsibility	2.7 Demonstrate high personal moral and ethical standards, organizational citizenship, and corporate social responsibility. 3.5 Confidently maintain a commitment to good corporate citizenship, social responsibility and ethical practice in performing functions as an accountant.
3. Appreciate diversity as a source of organizational effectiveness.	2.5 Work effectively with other stakeholders and manage conflict in the workplace. 3.5 Confidently maintain a commitment to good corporate citizenship, social responsibility and ethical practice in performing functions as an accountant.
4. Develop positive habits that will help them deal with their future work environments.	2.5 Work effectively with other stakeholders and manage conflict in the workplace. 3.5 Confidently maintain a commitment to good corporate citizenship, social responsibility and ethical practice in performing functions as an accountant.
5. Demonstrate understanding of key theories in the literature about individual and social dynamics of organizational life	3.2 Conduct accountancy research through independent studies of relevant literature and appropriate use of accounting theory and methodologies; 3.5 Confidently maintain a commitment to good corporate citizenship, social responsibility and ethical practice in performing functions as an accountant.

Course Requirements:

- *Class Participation.* Attendance to all lectures and required alternative activities is highly encouraged. Students are expected to actively participate in discussions and to be respectful of each other's views, opinions, and insights. It is part of the student's responsibility to prepare for each class session by reading the assigned materials (textbook, references, journals, websites, hand-outs, etc.), as indicated in the Course Plan.
- *Quizzes.* Two to three quizzes shall be administered before midterms and another two to three shall be administered after midterms. The schedule for the long exams are indicated in the Course Plan.
- *Midterm & Final Exams.* The Midterm and Final Exams shall be comprehensive and shall be administered as per the schedule set by the CKS College HEI Deans' Council.

Grading System:

Midterm Grade $= [(\text{Average quizzes} \times 25\%) + (\text{Midterm Exam} \times 20\%)] \div 45\%$

Final Grade $= (\text{Average quizzes} \times 50\%) + (\text{Midterm Exam} \times 20\%) + (\text{Final Exam} \times 30\%)$

Grade Score Equivalent (GSE):

Rating	GSE	Rating	GSE
98 to 100	1.00	77 to 79	2.75
95 to 97	1.25	75 to 76	3.00
92 to 94	1.50	< 75	5.00
89 to 91	1.75	No Grade	NG
86 to 88	2.00	Authorized	AW
83 to 85	2.25	Withdrawal	
80 to 82	2.50		

Textbook:

- Robbins, S. P., & Judge, T. A. (2018). *Essentials of organizational behavior (14th ed.).* Prentice Hall.

References:

- Baldwin, T., Bommer, W. H., & Rubin, R. S. (2013). *Managing organizational behavior: What great managers know and do.* McGraw Hill.
- Dubrin, A. J. (2013). *Principles of organizational behavior*. Cengage Learning.
- Griffin, R. W. & Moorhead, G. (2014). *Human behavior in organization*. Cengage Learning.
- Hechanova, M. R., et al. (2014). *Understanding the Filipino worker and organizaation*. Ateneo de Manila University Press.
- McShane, S., & Von Glinow, M. A. (2013). *Organizational behavior (6th ed.)*. McGraw Hill.

Articles & Journals:

- John Rossheim (2017). Employee Perks and Benefits: Are You Keeping Up? Retrieved from https://hiring.monster.com/hr/hr-best-practices/workforce-management/employee-benefits-management/competitive-benefits-and-perks.aspx
- 6 ways to be a better boss. (2013, January). ABA Banking Journal, 105(1), 10+. Retrieved from http://go.galegroup.com/ps/i.do?id=GALE%7CA317202439&v=2.1&u=phcksc&it=r&p=GPS&sw=w&asid=a7e5 fbe34dea7ced4aaffc397fb07a2d
- Hannon, K. (2013, February-March). It's never too late to love your job: Whether you're recareering, reinventing or just looking to get your groove back, finding fulfillment in the workplace doesn't always mean starting from scratch. AARP: The Magazine, 56(2), 38+. Retrieved from http://go.galegroup.com/ps/i.do?id=GALE%7CA326871578&v=2.1&u=phcksc&it=r&p=GPS&sw=w&asid=5bd 25e7685d7863d66923fdf42e9bad4
- Srivastava, S. (2013). Job burnout as a mediator for emotional intelligence and managerial effectiveness relationship: an empirical study. Abhigyan, 31(2), 27+. Retrieved from http://go.galegroup.com/ps/i.do?id=GALE%7CA349609378&v=2.1&u=phcksc&it=r&p=GPS&sw=w&asid=65b 90dc8119172c5383f88711eb84d19
- 8 Ways to Get the Employee Behavior You Want. (2013, October) Retrieved from https://www.yourerc.com/blog/post/8-Ways-to-Get-the-Employee-Behavior-You-Want.aspx

Online Resources:

- http://www.elsevier.com/journals/organizational-behavior-and-human-decision-processes/0749-5978/guide-forauthors
- http://www.forbes.com/sites/kevinready/2013/07/24/a-hidden-risk-of-big-organizational-change/
- http://rolancechua.blogspot.com
- http://www.humanmetrics.com/cgi-win/jtypes2.asp
- http://managementhelp.org/organizationalchange/index.htm
- http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/
- http://www.personalitypathways.com/type_inventory.html
- http://psychology.about.com/od/personalitydevelopment/a/emotionalintell.htm
- https://www.psychologytoday.com/basics/emotional-intelligence
- http://www.scribd.com/doc/22251502/Human-Behavior-in-Organization
- http://www.slideshare.net/apriljoy/humanbehaviorinorganization-by-parts
- http://wps.prenhall.com/chet_vandeveer_humanbehav_2

Course Plan:

Week	Inclusive Date/s	Learning Outcome/s	Topic/s	Reference/s	Teaching-Learning Activities	Assessment Methods
1 2		• Diagram the forces affecting organizational behavior. • Specify the basic approaches in organizational behavior. • Differentiate healthy organizations from unhealthy organizations.	• Organizational System and Human Behavior o Forces Affecting Organizational Behavior o Basic Concepts of Organizational System and Human Behavior o Social System and Ethics in Organization o Basic Approaches in Organizational Behavior o Healthy and Unhealthy Organization	• Suggested Readings: o Robbins & Judge, Chapter 1	• Lecture • Class Discussion • Group Dynamics	• Quiz • Assignment o Who Am I?
3		• Compare the different theories in organizational behavior. • Distinguish the different theories from each other and adapt them to different types of companies.	• Theories of Organizational Behavior o Mc Gregor's X and Y Theory o Herzberg Theory o David McClelland's Theory o Skinner's Operant Theory o Expectancy Theory o Content Theory o Carrot and Stick Theory	• Suggested Readings: o Robbins & Judge, Chapter 2	• Lecture • Class Discussion	• Seatwork • Assignment • Case Presentation on Different Theories on Organizational Behavior • Case Analysis o What am I Living for?

Week	Inclusive Date/s	Learning Outcome/s	Topic/s	Reference/s	Teaching-Learning Activities	Assessment Methods

4		• Describe the models of organizational behavior and their effectiveness.	• Models of Organizational Behavior
			  o Supportive Model
			  o Collegial Model
			  o Custodial Model
			  o Autocratic Model
				• Suggested Readings:
				  o Robbins & Judge, Chapter 4
					• Lecture
					• Class Discussion
						• Quiz

5
 	
6
		• Describe the process of socialization.
		• Outline the different Philippine value systems.
		• Overcome the barriers to cultural adaptation.
			• Organizational Behavior and Culture
			  o Social System
			  o Culture
			  o Organizational Culture
			  o Socialization
			  o Values System
			  o Work Ethic
			  o Cultural Adaptation
			  o Culture Shock
				• Suggested Readings:
				  o Robbins & Judge, Chapters 4 & 17
				  o
					• Lecture
					• Class Discussion
						• Quiz
						• Critical Thinking Questions
						• Present the Different Value Systems in the Philippines
						• Clippings on Different Cultures

7
 	
8
		• Describe the importance of motivation in a company.
		• Show the connection of the need-want satisfaction chain.
		• Discuss the link between the need hierarchy theory.
			• Motivation and Human Behavior
			  o Motivation Process
			  o Motivational Drives
			  o Need-want Chain
			  o Need Hierarchy Theory
			  o Reinforcement Theory
				• Suggested Readings:
				  o Robbins & Judge, Chapters 6 & 7
					• Lecture
					• Class Discussion
						• Quiz
						• Critical Thinking Questions
						• Case Analysis:
						  o Motivation

9						• Midterm Exam

10
 	
11
		• Discuss the importance of training.
		• Classify the different techniques in performance appraisal.
		• Distinguish different reward systems that can be adopted by different companies.
		• Discuss the key issues related to reward systems
			• Training, Performance Appraisal and Reward System
			  o Types of Work Training
			  o Uses of Performance Appraisal
			  o Performance Appraisal Techniques
			  o Different Reward Systems
					• Lecture
					• Class Discussion
						• Quiz
						• Group Presentation on the Different Performance Appraisal and Reward Systems
						• Assignment:
						  o Performance Appraisal

12		• Describe the role of leadership in an organization.
		• Discuss the different types of power of a leader
		• Discuss the difference between a Leader, a boss, and a manager.
		• Discuss contemporary issues in leadership.
			• Leadership Behavior
			  o Theories of Leadership
			  o Types of Power
			  o Traits of a Leader
				• Suggested Readings:
				  o Robbins & Judge, Chapters 12, 13 & 14
				
				• Article:
				  o 6 Ways to be a Better Boss
					• Lecture
					• Class Discussion
						• Quiz
						• Comparative Learning
						• Open Forum
						• Assignment:
						  o Leadership

Week	Inclusive Date/s	Learning Outcome/s	Topic/s	Reference/s	Teaching-Learning Activities	Assessment Methods
13		• Describe the difference between formal and informal groups. • Discuss the guidelines for group meetings.	• Behavior in Formal and Informal Groups ○ Formal Organization ○ Informal Organization	• Suggested Readings: ○ Robbins & Judge, Chapter 9	• Lecture • Class Discussion • Group Dynamics	• Presentation of Different Meetings Conducted by Student Organization Officers
14		• Discuss the importance of morale and work performance in the work place. • Describe the different uses of surveys in determining job satisfaction. • Identify the steps to follow in conducting a survey.	• Job Satisfaction and Human Behavior	• Suggested Readings: ○ Robbins & Judge, Chapter 3 • Article: ○ It's Never Too Late to Love Your Job	• Lecture • Class Discussion	• Quiz • Case Analysis: ○ Two Different Worlds
15		• Discuss the importance of team building in an organization. • Outline the approaches to team building. • Describe the guidelines in building successful teams.	• Team Building and Human Behavior ○ Team Work ○ Stages in Team Building	• Suggested Readings: ○ Robbins & Judge, Chapter 10 • Article: ○ Putting the "Team" in Teamwork	• Lecture • Class Discussion	• Seatwork • Group Reports
16		• Outline the stages of development of conflict. • Discuss the different levels of conflict. • Describe the causes of conflict. • Discuss the different advantages and disadvantages of conflict • Understand the guidelines for conflict resolution. • Identify the different causes of organizational stress. • Describe the importance of counseling in an organization. • Discuss the key issues related to counseling.	• Organizational Behavior, Conflict, Stress and Counseling ○ Stages of Conflict ○ Levels of Conflict ○ Causes of Conflict ○ Burnout, Frustration and Trauma ○ Stress Management ○ Functions and Types of Counseling	• Suggested Readings: ○ Robbins & Judge, Chapter 15	• Lecture • Class Discussion	• Group Analysis • Assignment: ○ Incomplete Sentence Form
17		• Describe the rationale for change. • Discuss the different forms of resistance. • Identify the steps in organizational change and development. • Showcase guidelines for managing change	• Organizational Change and Development ○ Change as Process ○ Resistance to Change ○ Leadership and Change ○ Organizational Development	• Suggested Readings: ○ Robbins & Judge, Chapter 19	• Lecture • Class Discussion	• Critical Thinking Questions • Comparative Learning • Open Forum
18						• Final Exam

Course Policies:

Academic Integrity	CKSian values include propriety, righteousness, incorruptibility, and honor. Students should exercise such values both inside and outside the classroom.
	Students are expected to value the importance of education and should recognize that such involves hard work and sacrifice.
	Academic dishonesty— whether in the form of plagiarism (intentional or unintentional), cheating in exams and assignments, or the like– shall not be tolerated and shall strictly be subjected to the penalties indicated in the CKS College Student Handbook.
Tardiness	A student who incurs more than 12 hours of absences or twenty (20) percent of the prescribed number of class periods during the semester would be given a failing grade and given no credit for the course or subject. A student may be accepted in class even if he/she arrives late provided that it is not more than 25% of the class/session. A recorded tardiness is considered 1/3-absence, which if added to two other recorded tardiness will be equivalent to a full absence recorded against a student.
Use of Mobile Devices	Once inside the classroom, the student is expected to focus on his role as a learner. Distractions should be avoided. Students are not allowed to use mobile phones, tablets, or other gadgets in class. Mobile phones should be switched off or placed in silent mode.
Make-Up Quizzes/ Exams	For quizzes/exams, make-up exams may be given only upon presentation of an approved Application for Excuse Absence.
	For students who are unable to take the Midterm or the Final Exams, an approved Application for Excuse Absence and an approved Application for Special Examination should be submitted to the instructor before the make-up exam can be scheduled and administered.
Consultation	If needed, students are highly encouraged to schedule consultation with the faculty within the consultation schedule provided. Such shall be conducted at the consultation area in the CKS College Faculty Room.
Others	Both student and faculty are responsible for maximization of class contact hours to ensure satisfaction of course learning outcomes.
	Once the class period has started, no one is allowed to leave the classroom, unless officially requested by the Administration Office and/or allowed by the instructor.
	Leaving the classroom at any time within the scheduled class period, whether for short or extended periods of time, is strongly discouraged.
	Students should go to the toilet before or after class, or during the scheduled break within 3-hour class periods.

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