

Short Description of Seminar in ORGANIZATIONAL BEHAVIOR SCHOOL OF BUSINESS

This course emphasizes and adopts student-centered learning process, which focuses on critical thinking, the pursuit of excellence (high standard), and creative adaptability development process through perseverance. Accordingly, the course emphasizes the flexibility of taking student's interest and leaning goal as well as one's attributes into consideration for designing a course curriculum.

To achieve the learning objectives, there are two major parts in which the students are engaged.

[Part 1] "Micro perspective in organizational behavior" looks at human behaviors in diverse contexts and domains, mostly dealing with major theories and scientific findings that provide us a *systematic* and *scientific* understanding of individual and group behaviors in organizations. This course discusses traditional as well as cutting-edge topics such as motivation, decision making, leadership, and issues born out of the interaction between *human* and *machines*, with multifaceted and interdisciplinary perspectives, e.g., business, psychology, economics, political sciences, etc.

For this, the students are encouraged to synthesize a theoretical and experiential approach to the creative process as studied through *Part 1*. Students enter into the creative process as a means to develop creative self-expression through an understanding of the paper. The nature and drive of research endeavor is explored through studies of the lives of significant thinkers and researchers. Students will engage in activities and projects that will enable them to access and develop their creative thinking skills in concert with traditional, analytic approaches.

[Part 2] In addition, the course emphasizes the importance of *creative adaptability competency*, i.e., **the ability being developed in the learning process of connecting the scientific findings with and applying the academic concepts and theories learned in this course to real-life business issues and implications.** With the practice of (a) *problem identification* and (b) *problem-solving learning* process can the student develop 'creative adaptability' competency such as identifying a core issue(s)/problem(s) and generating creative solutions to the problems.

I. Educational Mission and Goals of the Course

- ✓ **Critical thinking,**
 - ✓ **Pursuit of excellence (high standard),**
 - ✓ **Creative adaptability,**
- development process through perseverance.

(1) Learning as critical thinking development process

Each student is expected to review and understand topical issues addressed in the scientific literature selected for the week. **Article evaluation form is provided** to use while critically reviewing and evaluating the article.

(2) Learning through pursuit of excellence (high standard) development process

Each student is expected to learn (a) how to pose a question with own curiosity (ideally within the scope of the OB topic of interest) that truly challenges and is of interest to the student and (b) how to develop and come up with solutions for a report with the support of the literatures and articles.

(3) Learning as creative adaptability development process

Overall, the student will develop a competency of logically and critically coming up with the outcome(s) out of investigating the question of interest and its solution(s).

II. SPECIFIC LEARNING ACTIVITIES

[PART 1]

Part one has two major activities: (1) reviewing and analyzing articles through which the students should be able to find out core issues and problems and (2) understand implication from the research.

(1) Critical review and analysis of articles to find out core issues and problems

Students are expected to thoroughly and critically review theoretical and empirical research articles with topics.

- ✓ **Purpose of a *critical review***

The critical review is a task that asks you to summarize and evaluate contents. The critical review can be about a book, a chapter, or a journal article. Writing the critical review usually requires you to read the selected contents in detail and to read other related texts so that you can present a fair and reasonable evaluation of the selected contents.

- ✓ **What is meant by *critical*?**

To be critical does **not** mean to criticize in a negative manner. Rather it requires you to question the information and opinions in a text and present your evaluation or judgment of the contents. To do this well, you should attempt to understand the topic from different perspectives in relation to the theories, approaches, and frameworks in your course (in this case, human and group behaviors in an organizational context).

- ✓ **What is meant by *evaluation or judgment*?**

You decide the strengths and weaknesses of the paper. This is usually based on specific criteria. Evaluating requires an understanding of not just the content of the paper, but also an understanding of a paper's purpose, the intended audience and why it is structured the way it is.

- ✓ **What is meant by *analysis*?**

Analyzing requires separating the content and concepts of the paper into their main components and then understanding how these interrelate, connect, and possibly influence each other.

(2) Understand the implications of the findings and results of scientific research

Students are trying to understand what the results and findings from the paper tell us about., i.e., What are the take-home message or lessons from the scientific research?

[PART 2]

A primary purpose of Part 2 is (a) to analyze and support **a question** (i.e., your curiosity) that the student has posed as proposed at the beginning of the semester (i.e., abstract of my curiosity) and (b) develop a term report with the support of the scientific and other appropriate articles.