

# *Research on the Teaching Reform of Public Organizational Behavior*

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**Keywords:** Public Organizational Behavior; Teaching Reform; Research

**Abstract:** In recent years, with the continuous development of public management theory, the practice teaching of public management in Colleges and universities is increasingly innovative. This is an opportunity for the development of public organization, which has a very broad development prospects. According to the training needs of Applied Talents in Colleges and universities, this paper first analyses the characteristics of the course public organizational behavior. Then this paper analyses the reform objectives of the teaching mode of public organizational behavior. Finally, some measures are put forward.

## **1. Introduction**

Public Organizational Behavior is a subject that deeply and systematically studies the law of people's psychological and behavioral activities in public organizations. It can improve the control and guidance ability of managers at all levels. The first edition of Public Organizational Behavior was published in May 2006 and the second edition in February 2011. Over the past few years, China's economic, political, cultural and social environment are constantly changing, so public organizations themselves are also facing the call for reform and development, which requires a positive response from public organization behavior. Public Organizational Behavior is an important part of modern management theory. It is a professional basic course of management specialty. Public Organizational Behavior affects students' learning of various management courses. Therefore, students should firmly grasp the theoretical knowledge of public organization behavior.

## **2. Characteristics of public organizational behavior course**

### **2.1 Course professional requirements**

Public Organizational Behavior is a professional basic course for management majors. It integrates theory and practice. It is a course to study the psychology, behavior and laws of people in organizations. The aim of Public Organizational Behavior is that students can master the basic theories of individuals, groups and organizations. Through theoretical analysis of the ability to recognize, predict and guide behavior in an organizational environment, students can not only grasp basic concepts, principles and methods, but also learn to apply them in the learning process. Through the teaching of public organization behavior, students must grasp the content of public organization behavior, such as scientific facts, concepts, principles, and terminology. Students must

understand the status of public organizational behaviour and its differences and connections with other disciplines. Students must master the basic theory and skills of public organizational behavior. Through the teaching of this course, colleges and universities need to cultivate students' ability to grasp the psychological and behavioral laws of people in organizations. Through scientific means, students can use the basic knowledge, theories, viewpoints and methods of public organizational behavior to analyze problems.

## **2.2 Comprehensive characteristics**

From the perspective of its internal structure, public organizational behavior leaps over many disciplines and integrates the knowledge of sociology, psychology, anthropology, politics, economics and other disciplines. From the perspective of research object, it includes knowledge of individual behavior, group behavior, organizational behavior and the relationship between external environment and organization. Public Organizational Behavior has spanned many disciplines in its internal composition. It integrates many aspects of management science and Humanities and social sciences. So, Public Organizational Behavior is highly interdisciplinary and comprehensive.

## **2.3 Application characteristics**

Management courses are usually highly theoretical. However, the course of Behavior of Public Organizations has a clear practical orientation, so it is easy to operate and carry out observation, self-observation, analysis and self-analysis anytime and anywhere. "Behavior" is closely related to everyone. Therefore, the theory of public organization behavior can well guide practical activities. Experts and scholars can summarize the law from the application and further improve the theory. For various social organizations, the course of public organizational behavior can help managers describe, understand, predict, control and guide the behavior of members of organizations. This is very helpful for managers to optimize interpersonal relationships, harmonious working atmosphere, and achieving organizational goals.

## **3. The reform target of public organizational behavior teaching model**

### **3.1 Teaching model reform objectives**

The teaching of Public Organizational Behavior is divided into two parts: theory narration and application cases. Through theoretical teaching and practical teaching, students can grasp the basic theory and management methods of public organizational behavior. Through the study of this course, students can fully understand the influence of individuals, groups and structures on the internal behavior of organizations. In future management positions, by applying these knowledge, we can improve the effectiveness of the organization. Through the reform of various teaching modes, colleges and universities can strengthen students'ability to recognize, analyze and solve problems. At the same time, colleges and universities can also exercise students'many abilities, such as language expression ability, interpersonal communication ability and practical operation ability. By gradually improving students'comprehensive quality and skills in all aspects, the cultivation of talents in Colleges and universities can meet the needs of the society.

### **3.2 Focus of teaching mode training**

The demand of society for applied talents training is getting higher and higher. According to the characteristics of the course Public Organizational Behavior, this paper puts forward the training

system of "whole process - diversification - examination ability", as shown in Figure 1. Teaching and training focuses on the assessment of learning process and application ability. "Whole process" refers to the whole process of learning accompanied by assessment. "Diversification" refers to the diversification of assessment forms. "Examination ability" refers to focusing on students' practical ability.

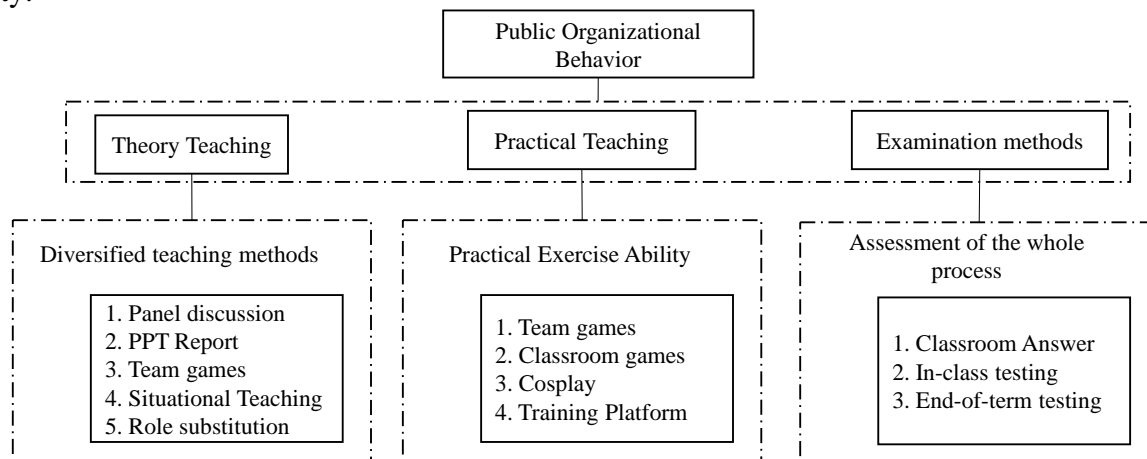


Figure 1: The training system of "whole process - diversification - examination ability"

## 4. Teaching reform measures of public organizational behavior

### 4.1 Teaching content level

The reform of teaching content is an important basis for improving teaching quality. Public Organizational Behavior is a highly theoretical and practical course, which is increasingly enriched and developed. The teaching content of public organizational behaviour should be targeted. Colleges and universities should choose representative and mature theoretical schools, and at the same time, they should constantly adjust the teaching content according to the development of theoretical understanding. In addition, in order to avoid duplication with other curriculum contents, colleges and universities should make appropriate adjustments to the teaching content. For example, in the part of motivation, teachers should focus on the motivation theory that students have never learned before. Through case teaching method, students can master the comprehensive application ability of incentive theory. Finally, public organizational behavior is a science introduced into China from the West. Teachers should design the teaching content according to our socialist market economy and national conditions. Only by solving the problem of localization of teaching content can we cultivate high-quality applied talents.

### 4.2 Teaching method level

Public Organizational Behavior is an applied course. Teachers should help students set up a thinking framework for analytical organizations. Students enhance their sense of teamwork by recognizing themselves and others, and promote their internal quality. In order to improve the quality of teaching, teachers can adopt a variety of teaching methods in teaching, such as case teaching, team games, role playing, panel discussion, PPT report, and situational teaching.

### 4.3 Teachers' ability level

Public Organizational Behavior is a comprehensive and practical subject, which requires

teachers to possess corresponding abilities. On the one hand, teachers should have profound theoretical foundation, on the other hand, teachers themselves should also have considerable practical application ability. In recent years, the scale of university teachers has gradually expanded. Many teaching teachers have no corresponding teaching experience. Therefore, they have many problems, such as the lack of systematic discipline, narrow knowledge, and weak practical ability. Therefore, teachers' follow-up learning and education become inevitable. Teachers should make up for their own deficiencies in learning, at the same time, they should also explore new trends of thought and development direction of organizational behavior research. In this way, teachers can improve their own knowledge system. Schools should also provide support and help for teachers' re-education, such as in-service doctoral degree, sent to study abroad, and strengthen theoretical training. In addition, through School-enterprise Cooperation and other forms, teachers can actively explore an effective way to combine teaching, scientific research and production. Teachers can continuously improve their ability to integrate theory with practice through on-the-job exercises and consulting services.

## 5. Conclusions

In short, colleges and universities need to do a lot of work, such as improving the quality of teachers themselves, deepening the reform of teaching content, adopting various teaching methods, and implementing comprehensive assessment methods. Through continuous innovation, the teaching of public organizational behavior course will be better and better. At present, many students are not clear about the importance of their courses. Through the reform of teaching methods, students can get more benefits, such as learning knowledge, improving thinking mode and exerting potential ability.

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