

Research on the Teaching Reform of Organizational Behavior under the Goal of “Value Shaping”

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Abstract: *In the contemporary milieu of education, the pedagogy of organizational behavior encounters myriad challenges and opportunities. The conventional instructional paradigms no longer resonate with the evolving needs and values of modern learners. In response to this reality, the present study advances a research agenda of pedagogical reform under the auspices of "value cultivation." By scrutinizing the features and pitfalls of traditional pedagogy and juxtaposing them with the application of "value cultivation" objectives in education, concrete strategies for curricular reform are proffered. Employing a blend of theoretical exposition and case analysis, the research delves into avenues for enhancing instructional efficacy through the metamorphosis of educator roles, innovative pedagogical approaches, and fortified pedagogical resource infrastructure. The anticipated outcomes of this inquiry envisage furnishing novel perspectives and methodologies for both the praxis and theoretical advancement of organizational behavior pedagogy.*

Keywords: *“Value Shaping”; Organizational Behavior Course; Teaching and Learning Reforms*

1. Introduction

As societal and cultural progress intertwines with the evolving demands of industries, the limitations of traditional organizational behavior courses have gradually come to light. Students increasingly require pedagogical content and methodologies that resonate with contemporary values. Against this backdrop, the introduction of the "value shaping" objective offers a novel trajectory for educational reform. This objective not only underscores the impartation of knowledge and skills but also accentuates the cultivation of values and behavioral paradigms, enabling students to better navigate the intricate relationships and challenges of future societies and workplaces. This section will intricately delineate the genesis, significance, as well as the principal theoretical frameworks and methodologies to be employed in the study.

2. Characteristics and problems of traditional organizational behavior courses

Traditional organizational behavior courses play a foundational role in cultivating students' comprehension and analysis of internal organizational dynamics. However, with the rapid evolution of markets and technologies, the existing pedagogical models and content have exhibited some inadequacies in meeting the demands of modern enterprises. These issues not only restrict the development of students' innovation and practical application abilities but also impact the quality of education and the foresight of teaching. It should firstly be noted that traditional organizational behavior courses often prioritize theoretical instruction while neglecting practical application. Course content tends to focus heavily on the study of classical theories and models, such as Maslow's hierarchy of needs and Herzberg's two-factor theory, lacking in-depth discussions on the application of these theories in today's organizational environment. This detachment from reality may result in a gap between theoretical knowledge and practical application, making it challenging for students to effectively translate their learning into problem-solving capabilities. Secondly, traditional courses predominantly employ lecture-style teaching methods, leading to low levels of student engagement. This approach may result in a lack of motivation and interest among students, thereby affecting teaching effectiveness. In this teaching model, students are more passive recipients of knowledge rather than active explorers and practitioners, which contradicts the emphasis on student-centered and interactive learning in modern education. Furthermore, the homogeneity of assessment methods is also an issue in traditional organizational behavior courses. In most cases, courses rely on closed-book

examinations and essays to assess student learning outcomes, which may not comprehensively evaluate students' understanding and application of knowledge. Modern teaching emphasizes process assessment and diversified assessment methods, such as project assignments, group discussions, and case analyses, all of which are directions for improvement in traditional teaching models. Additionally, the slow pace of updating traditional course content makes it difficult to keep up with the latest developments in the field of organizational behavior. In today's accelerating digitalization and globalization, organizations face rapid changes in challenges and operational modes, necessitating timely updates to educational content to help students better understand and adapt to these changes. In response to these challenges, reforms in the teaching of organizational behavior courses should consider incorporating more case studies and practical opportunities for students to apply theory and skills to real problems. Simultaneously, course designs should be more flexible and diverse, introducing interdisciplinary knowledge and skills such as psychology, sociology, and data analysis to broaden students' perspectives and enhance their ability to solve complex problems. In conclusion, while traditional organizational behavior courses have inherent value, they must undergo appropriate reforms and updates in today's rapidly changing business environment to better meet the needs of students and society. By introducing more practical and dynamic teaching elements, the relevance and effectiveness of the courses can be greatly enhanced, laying a solid foundation for students' professional careers and personal development [1].

3. The goal of “value shaping” and its application in education

In the modern educational paradigm, the pursuit of "value cultivation" holds a paramount position. Particularly within the realm of organizational behavior education, the realization of this pursuit not only entails a reconfiguration of curricular content but also profoundly influences the innovation of pedagogical methods and educational outcomes. The application of the "value cultivation" objective in education injects fresh vigor into disciplinary advancement, guiding students towards the formation of positive values and behavioral patterns. For organizational behavior studies, "value cultivation" is not merely a theoretical aspiration but a practical imperative. Through educational reform, fostering an understanding and practice of value construction within organizations, such as integrity, responsibility, teamwork, and leadership, can be facilitated. The cultivation of these values not only contributes to the enhancement of students' personal character but also fosters the development of more efficient and harmonious organizational cultures. Educators, in implementing the process of "value cultivation," necessitate employing diverse pedagogical approaches to enhance instructional efficacy. For instance, the case study method enables students to discern and comprehend the essence and significance of organizational values through the analysis of specific organizational behavior cases, thus allowing them to tackle real-world problems and grasp the nuances of organizational values. Additionally, highly interactive teaching methods like role-playing and simulation games effectively enhance students' comprehension of complex organizational phenomena while nurturing their decision-making abilities and moral discernment. Furthermore, educational reforms centered around "value cultivation" must also underscore the close connection between instructional content and the real world. By amalgamating theory with practice, students can apply learned values to address concrete issues encountered in their professional endeavors, thereby not only augmenting their competitiveness but also molding them into contributors to society. Indeed, the educational objectives of "value cultivation" should also set requirements for educators themselves. Teachers are tasked not only with imparting knowledge but also with serving as exemplars for students in cultivating correct value systems through their words and deeds. This necessitates continual self-improvement, deepening of professional knowledge, and adherence to professional ethics and impartiality in teaching. It is evident that the implementation of the objective of "value cultivation" entails not merely simple adjustments to curriculum content but a comprehensive overhaul of educational philosophies, methods, and the roles of educators [2]. Through such holistic educational reforms, not only can the quality of organizational behavior education and students' learning outcomes be enhanced, but also more outstanding talents with strong ethical standards and a profound sense of social responsibility can be nurtured for society.

4. Teaching Reform Strategies for Organizational Behavior Courses under the Goal of “Value Shaping”

4.1. The theoretical framework of “value shaping” objectives

Before discussing the reform strategies for teaching organizational behavior courses under the goal

of "value shaping," it is crucial to construct a clear and robust theoretical framework. This framework should deeply analyze the essence of value shaping goals, their application paths, and their roles and significance in teaching practice. Firstly, it is necessary to clarify what "value shaping" entails. In modern educational theory, value shaping not only involves imparting knowledge and skills to students but, more importantly, nurturing their values and behavioral standards throughout this process. Cultivating such values can assist students in forming correct worldviews, life perspectives, and values, providing guidance and empowerment for their future career development and social interactions. The theoretical framework of value shaping goals can be analyzed from several perspectives. From a theoretical standpoint, value shaping involves influencing individuals' value choices and judgments through education. Educators must not only impart knowledge but also subtly guide students in forming socially recognized and positive values during the educational process. From a practical standpoint, how teachers implement this goal in daily teaching becomes a significant issue. For instance, using case studies to help students understand the value orientations behind different behavioral decisions, or fostering the importance of values such as responsibility and respect through teamwork. Additionally, this theoretical framework also needs to focus on methods for evaluating specific implementation effects. How to quantify and evaluate the effectiveness of value shaping is a question that this theoretical framework needs to address. This requires not only clear goal setting before teaching but also feedback and evaluation mechanisms afterward to ensure that teaching activities truly achieve the intended value shaping goals. The establishment of a theoretical framework provides theoretical support and practical guidance for teaching reform. Under this guidance, teaching organizational behavior is no longer merely about imparting knowledge but becomes a crucible for shaping students' values. Through specific teaching activities such as discussions, practical exercises, and reflections, educators can effectively guide students both inside and outside the classroom to understand and construct personal and professional values that align with societal needs. In conclusion, the theoretical framework of value shaping goals not only provides a theoretical basis for the teaching reform of organizational behavior courses but also offers concrete operational guidelines for actual teaching activities. Through the implementation of this framework, it is hoped that students will demonstrate more mature and responsible behavior in their future careers [3].

4.2. Curriculum design and teaching methods based on the "value shaping" objectives

In the current landscape of education, the reform of organizational behavior courses under the banner of "value shaping" presents a profound challenge to traditional teaching paradigms and calls for innovation. At the heart of curriculum design and pedagogical approaches aligned with the "value shaping" objective lies the question of how to infuse the cultivation of values into course content and instructional activities, thus guiding students towards more proactive and impactful behavioral patterns in real-world settings. The primary direction of reform entails a redesign of course content to align more closely with the actual demands of enterprises and society. This signifies a departure from mere theoretical knowledge dissemination towards a greater integration of case studies, practical problem-solving, and hands-on experiences. For instance, when discussing theories of organizational culture, real-life examples of how businesses shape positive organizational cultures could be introduced to enable students to understand and appreciate the application and effects of corresponding values in practical work scenarios. Additionally, instructional methods should shift from traditional didactic approaches towards more interactive and participatory strategies. Conducting simulated business operations, team-based projects, face-to-face debates, among others, serve as highly effective means. These methods enable students to learn how to communicate and collaborate within and beyond teams, as well as tackle complex interpersonal issues, which are typically core competency requirements in organizational behavior studies. It is worth noting that the role of teachers should also undergo a transformation in this reform process. They are no longer mere transmitters of knowledge but should rather become guides and facilitators in students' learning journeys. Teachers can stimulate students' thinking and discussions by posing open-ended questions, thereby guiding them to self-discover problems and seek solutions. This process not only aids in deepening understanding but, more importantly, fosters critical thinking and the ability to independently address issues. Furthermore, the reform of assessment mechanisms is an indispensable aspect. Traditional evaluation methods predominantly reliant on exam scores often fail to comprehensively reflect students' actual abilities in organizational behavior studies. Hence, diversifying assessment methods by incorporating project-based evaluations, peer assessments, and self-reflective reports can provide a more holistic reflection of students' effectiveness in understanding and applying organizational behavior knowledge. Despite the formidable challenges posed by such educational reforms, they hold the promise of significantly enhancing the quality and efficacy of education, better preparing students for their future

careers and personal growth. This type of pedagogical reform, centered around "value shaping," is not merely a simple adjustment of course content and instructional methods; rather, it represents a profound renewal of educational philosophies and methodologies, the far-reaching impact of which undoubtedly propels the advancement of the entire educational domain [4].

4.3. Teacher's Role Change and Teaching Resource Support

Presently, amidst the swift evolution of educational paradigms and the deep integration of information technology, the conventional teacher-centric instructional model is gradually shifting towards a student-centered approach, necessitating educators to transition from mere disseminators of knowledge to facilitators and guides of student learning. In this shift of educator roles, teachers are no longer confined to being mere "lecturers" in the classroom; rather, they are required to become "facilitators" who can inspire critical thinking and guide student exploration. This transformation not only demands educators to possess rich subject expertise and profound theoretical foundations but also necessitates them to harbor a profound educational ethos and innovative prowess. Teachers should increasingly employ interactive teaching methods such as case studies and situational simulations during the instructional process, aiding students in bridging the gap between knowledge and practical application, thus better realizing value formation. Concurrently, support from teaching resources is pivotal in effectuating educational reform. With the continuous advancement of digital technology, a plethora of educational tools have been developed, including synchronous video classrooms, online collaborative platforms, and various interactive software, greatly enriching teaching modalities and resources. Educational institutions ought to fully harness these modern educational technologies, providing necessary technical support to both educators and students. For instance, by establishing online learning platforms, teachers and students can engage in communication and learning without the constraints of time and location, significantly enhancing the flexibility and effectiveness of learning. Furthermore, the updating of teaching resources should keep pace with the times. As markets and technologies evolve, relevant cases, data, and literature need to be continuously updated to ensure the cutting-edge nature and relevance of instructional content. Educational institutions should periodically evaluate and update teaching resources, incorporating the latest industry trends and academic research findings, ensuring that both teachers and students have access to the latest knowledge and information. Through the transformation of educator roles and the sustained support of teaching resources, the pedagogical reform of organizational behavior courses can be effectively propelled, concurrently realizing the shaping of social and cultural values while fostering comprehensive student development. Such educational transformation not only cultivates students with greater innovative spirit and practical abilities but also enriches the education system itself, driving continuous innovation and progress in educational paradigms. In this process, the self-improvement and professional development of educators are equally crucial, necessitating teachers to continuously acquire new knowledge, new technologies, actively participate in the practice of educational reform, and continually optimize their teaching methods and strategies [5].

4.4. Integration of practice and theory

In modern education, the reform of teaching organizational behavior courses presents both a challenge and an opportunity. Particularly under the guidance of the objective of "value cultivation," the essence of education lies not only in imparting knowledge but also in cultivating students' values and practical skills. Hence, the organic integration of practice and theory has become the key strategy for educational reform. Practical activities can provide students with tangible learning experiences, aiding them in better comprehending theoretical knowledge. Furthermore, through practical engagement, students can encounter problems and seek solutions, greatly stimulating their problem-solving abilities and innovative thinking. As a discipline with strong applicability, organizational behavior should place greater emphasis on this fusion of theory and practice in its teaching. Educational reform also necessitates the support of teachers and educational institutions. For instance, project-based course designs can be implemented, allowing students to participate in real organizational behavior analysis projects under the guidance of mentors. Through this approach, students can not only learn the foundational theories of organizational behavior but also personally experience and analyze interpersonal interactions and organizational reform in real-world settings. The cultivation of values lies at the core of the "value cultivation" objective. In teaching organizational behavior, educators should guide students to understand the value significance behind various organizational behavior theories, such as justice, responsibility, and teamwork. Through methods like case studies and role-playing, students can gain a deeper understanding of how these values are applied

in actual work situations and how they influence the behavioral patterns of organizations and their members. The application of digital educational tools is also a significant aspect driving educational reform. With technological advancements, many advanced teaching tools, such as virtual reality and online collaboration platforms, have been introduced into classrooms. These tools not only enrich and engage teaching content but also enhance the interactivity and effectiveness of learning. For example, through virtual reality technology, students can simulate immersion into different organizational environments, observing and analyzing phenomena of organizational behavior. This immersive learning experience is highly effective in understanding complex organizational behavior patterns. In conclusion, the reform of teaching organizational behavior requires a manifestation of the fusion of practice and theory in the selection of educational content, methods, and tools. Through the aforementioned measures, students' practical skills and profound values can be effectively cultivated, enabling them to confront various challenges in their future careers with efficient knowledge and skills in organizational behavior. Only then can the fundamental objective of education—value cultivation—truly be realized.

4.5. Strengthening values education and ethics

In the discourse of reforming the pedagogy of organizational behavior courses, the objective of "value cultivation" assumes a pivotal role. Particularly in the reinforcement of moral education and ethical cultivation strategy, its significance cannot be understated. This pedagogical strategy not only nurtures students' professional skills but, more importantly, lays a solid foundation for their comprehensive development on moral and ethical grounds. The application of moral education and ethical cultivation in organizational behavior can be achieved through various means. An effective approach is to integrate these pedagogical objectives into the course content, allowing students to encounter case studies related to ethics and morality while studying professional knowledge. For instance, by analyzing ethical conflicts in business management practices, guiding students to deeply contemplate how to uphold principles of integrity in complex commercial environments. Additionally, the role of teachers in the teaching process is paramount. Teachers are not merely disseminators of knowledge but also shapers of values. Therefore, teachers need to become exemplars of moral cultivation through their own words and deeds. This necessitates teachers to exhibit noble professional ethics, impartial teaching attitudes, and, at appropriate times, share personal experiences and reflections on ethical decision-making. The application of educational technology also provides a new platform and methods for moral education. Utilizing online educational resources such as video lectures, interactive discussion boards, and simulation operating systems can vividly and intuitively demonstrate various challenges and considerations in the process of moral decision-making to students. This interactivity and scenario simulation not only increase students' interest and engagement in knowledge but also help them practice and experience moral judgment in virtual environments. The establishment of assessment and feedback mechanisms is equally important. Through regular moral cultivation tests, self-assessment reports, and peer evaluations, students can continually reflect on and assess their progress and shortcomings in moral cultivation. Furthermore, establishing a fair and transparent evaluation system can ensure the objectivity and effectiveness of the assessment process, thereby promoting students' continuous growth in moral cultivation. In conclusion, integrating value education and moral cultivation into the pedagogical reform of organizational behavior courses can not only promote students' moral growth but also enhance their moral judgment and decision-making abilities in future workplaces. By comprehensively utilizing methods such as case studies, role modeling, educational technology, and assessment feedback, teaching objectives can be effectively achieved, cultivating future leaders who are both professional and ethical.

5. Conclusion

This study offers a spectrum of pragmatic strategies and insights for the reform of organizational behavior courses under the goal of "value shaping". Through a thorough analysis of conventional teaching paradigms coupled with the transformative tenets of contemporary educational philosophies, this research underscores the importance of a shift in the role of educators, innovation in pedagogical approaches, and comprehensive support for educational resources. The anticipated implementation of these reform strategies is poised to significantly enhance the quality of instruction and students' learning experiences, thereby facilitating the cultivation of highly qualified talents in line with the demands of the times. These achievements not only furnish novel perspectives for the teaching of organizational behavior but also furnish references and inspirations for curriculum reforms across a

broad spectrum of educational domains.

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