

MGT5204: MANAGEMENT AND ORGANIZATIONS

Effective Term

Semester B 2024/25

Part I Course Overview

Course Title

Management and Organizations

Subject Code

MGT - Management

Course Number

5204

Academic Unit

Management (MGT)

College/School

College of Business (CB)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

FB5304 Organizational Behavior and Leadership OR equivalent

Exclusive Courses

MGT5313 International Organizational Behavior

Part II Course Details

Abstract

Students will learn about different aspects of employees' behaviour, management and innovation-related topics based on management theories and concepts.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Explain the fundamental concepts and theories in management organizations and innovation.	30	x		
2	Apply the concepts and theories in management and organizations so as to understand and analyse the practices and problems in management, organizations, and innovation.	30	x	x	x
3	Demonstrate teamwork skills to effectively carry out people management and innovation-related projects in business organizations	20		x	x
4	Demonstrate good communication and interpersonal skills in interacting with representatives of business organizations when carrying out the project work and the case studies	20		x	

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Students will engage in discussions in lecture on the fundamental concepts in management and organizations	1, 2	
2	Class Exercises	Students will engage in class exercises that are primarily based on cases and structured questionnaires	1, 2, 3, 4	
3	Team Project	Students will participate in conducting a team project	1, 2, 3, 4	

Additional Information for LTAs

Total Hours: Seminars 39

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Case Discussion	1, 2, 3, 4	30	The case discussion will run approximately from Week 4 to Week 11. In each of these weeks, the class will discuss a management and innovation-related case. Each team will be responsible to lead the class to analyze the case. Members of each team should present solutions to the case questions given by the instructor.
2	Group Project (written report 15% + presentation 15%)	1, 2, 3, 4	30	Students will have extensive opportunities to work as a group during the entire semester. Students will be in small groups at the early stage of this course. Some class exercises and some cases will be given to work as groups over the course of the semester. The major task of the group will be the completion of a case discussion and a group project.
3	Class Participation	1, 2, 4	20	Extensive class participation will be required during each class. Students are required to demonstrate their understanding of key concepts and apply those to other situations. In doing so, they should practice clear communication.

4	In-class Quizzes	1, 2	20	The in-class quizzes will provide an assessment of learning, and provide a chance for early feedback. The content of these quizzes will reflect a comprehensive coverage of the course material, focusing on the key concepts and theories which have been addressed in the class and in the readings.
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Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

Case Discussion (30%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Excellent

(A+, A, A-) The group could facilitate very active discussion among the class members on key issues in the case. The group could lead the class to clearly understand OB concepts relevant to the case. The recommendations are highly justifiable/innovative.

Good

(B+, B, B-) The group could facilitate active discussion among the class members on key issues in the case. The group could lead the class to understand OB concepts relevant to the case. The recommendations are well justified.

Fair

(C+, C, C-) The group could stimulate some discussion among the class members. The group could answer the case questions logically but little application of the OB concepts learnt. Some justifications of recommendations are given.

Marginal

(D) The analyses are isolated, addressing a limited number of issues. Demonstration of understanding in a minimally acceptable way. Poor answers to the case questions with weak justification of recommendations.

Failure

(F) Very little analyses done. Lack of understanding of the OB concepts. Extremely poor answers to the case questions with no justifications.

Assessment Task

Group project (written report) (15%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Excellent

(A+, A, A-) The case presents a real OB problem in an organization in Greater China. The context and the situation are very clearly described in the case. The analysis clearly identifies the specific OB issues. The analysis demonstrates an excellent use of OB concepts to solve the OB issues in the case. Recommendations are very well justified. The writing is logical and free of grammatical mistakes. Appropriate referencing is given.

Good

(B+, B, B-) The case presents a real OB problem in an organization. The context and the situation are clearly described in the case. The analysis identifies the specific OB issues. The analysis demonstrates a good use of OB concepts to solve the OB issues in the case. Recommendations are well justified. A few grammatical mistakes are found.

Fair

(C+, C, C-) The case presents an OB problem in an organization. The context and the situation are partially described in the case. The analysis identifies a general OB issue. The analysis demonstrates some use of OB concepts to solve the OB issues in the case. Recommendations are partially justified. Some grammatical mistakes are found.

Marginal

(D) The case presents an OB problem in an organization. The context and the situation are barely described in the case. The analysis identifies a general OB issue. The analysis demonstrates a limited use of OB concepts to solve the OB issues in the case. Recommendations are hardly justified. Many grammatical mistakes are found.

Failure

(F) The case does not present an OB problem in an organization. The context and the situation are barely described in the case. The analysis does not identify any OB issue. Recommendations are hardly justified. Many grammatical mistakes are found.

Assessment Task

Group project (presentation) (15%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Excellent

(A+, A, A-) An extremely well- structured presentation delivered to a superior professional standard of presentation skills (language fluency, voice modulation, facial expression, body language) with compelling audience impact. Substantial amount of analysis and research done on the topic. Some thought-provoking questions were addressed to the audience. Excellent answers to the questions at the end of the presentation.

Good

(B+, B, B-) A well-structured presentation delivered to a high professional standard of presentation skills with strong audience impact. Good evidence that analysis and research has been done. A few thought-provoking questions were addressed to the audience. Good answers to the questions asked at the end of the presentation.

Fair

(C+, C, C-) Presentation structure not fully coherent and presentation skills no more than acceptable. Audience impact weak. Some evidence that analysis and research has been done. Fair answers to the questions asked at the end of the presentation.

Marginal

(D) Presentation structure barely coherent and presentation skills bordering on the unacceptable. Very weak audience impact. Little research and analysis done on the topic. Poor answers to the questions asked at the end of the presentation.

Failure

(F) Presentation structure is not coherent and the presentation skills is unacceptable. Extremely weak audience impact. Very little research and analysis done on the topic. Very poor answers to the questions asked at the end of the presentation.

Assessment Task

Class Participation (20%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Excellent

(A+, A, A-)

- A. Preparation: Student is almost always prepared for class with assignments and relevant class materials.
- B. Engagement: Student almost always contributes to class by offering ideas and asking meaningful questions more than once per class.

Good

(B+, B, B-)

- A. Preparation: Student is frequently prepared for class with assignments and relevant class materials.
- B. Engagement: Student frequently contributes to class by offering ideas and asking meaningful questions once per class.

Fair

(C+, C, C-)

- A. Preparation: Student is occasionally prepared for class with assignments and relevant class materials.
- B. Engagement: Student occasionally contributes to class by offering ideas and asking meaningful questions.

Marginal

(D)

- A. Preparation: Student is almost never prepared for class with assignments and relevant class materials.
- B. Engagement: Student almost never contributes to class by offering ideas and asking meaningful questions.

Failure

(F)

- A. Preparation: Student is almost never prepared for class with assignments and relevant class materials.
- B. Engagement: Student almost never contributes to class by offering ideas and asking meaningful questions.

Assessment Task

In-class quizzes (20%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Excellent

(A+, A, A-) Superior grasp of the subject matter; evidence of extensive knowledge base.

Good

(B+, B, B-) Very good grasp of the subject matter; evidence of good knowledge base.

Fair

(C+, C, C-) Reasonable grasp of the subject matter; evidence of reasonable knowledge base.

Marginal

(D) Marginal grasp of the subject matter

Failure

(F) Little grasp of the subject matter

Assessment Task

Case discussion (30%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Excellent

(A+, A, A-) The group could facilitate very active discussion among the class members on key issues in the case. The group could lead the class to clearly understand OB concepts relevant to the case. The recommendations are highly justifiable/innovative.

Good

(B+, B) The group could facilitate active discussion among the class members on key issues in the case. The group could lead the class to understand OB concepts relevant to the case. The recommendations are well justified.

Marginal

(B-, C+, C) The group could stimulate some discussion among the class members. The group could answer the case questions logically but little application of the OB concepts learnt. Some justifications of recommendations are given.

Failure

(F) Very little analyses done. Lack of understanding of the OB concepts. Extremely poor answers to the case questions with no justifications.

Assessment Task

Group project (written report) (15%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Excellent

(A+, A, A-) The case presents a real organizational problem. The context and the situation are very clearly described in the case. The analysis clearly identifies the specific OB issues. The analysis demonstrates an excellent use of OB concepts to solve the OB issues in the case. Recommendations are very well justified. The writing is logical and free of grammatical mistakes. Appropriate referencing is given.

Good

(B+, B) The case presents a real organizational problem. The context and the situation are clearly described in the case. The analysis identifies the specific OB issues. The analysis demonstrates a good use of OB concepts to solve the OB issues in the case. Recommendations are well justified. A few grammatical mistakes are found.

Marginal

(B-, C+, C) The case presents an organizational problem. The context and the situation are partially described in the case. The analysis identifies a general OB issue. The analysis demonstrates some use of OB concepts to solve the OB issues in the case. Recommendations are partially justified. Some grammatical mistakes are found.

Failure

(F) The case does not present an organizational problem. The context and the situation are barely described in the case. The analysis does not identify any OB issue. Recommendations are hardly justified. Many grammatical mistakes are found.

Assessment Task

Group project (presentation) (15%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Excellent

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Good

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Marginal

(B-, C+, C) Presentation structure not fully coherent and presentation skills no more than acceptable. Audience impact weak. Some evidence that analysis and research has been done. Fair answers to the questions asked at the end of the presentation.

Failure

(F) Presentation structure is not coherent and the presentation skills is unacceptable. Extremely weak audience impact. Very little research and analysis done on the topic. Very poor answers to the questions asked at the end of the presentation.

Assessment Task

Class Participation (20%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Excellent

(A+, A, A-)

A. Preparation: Student is almost always prepared for class with assignments and relevant class materials.

B. Engagement: Student almost always contributes to class by offering ideas and asking meaningful questions more than once per class. Superior grasp of the subject matter; evidence of extensive knowledge base.

Good

(B+, B)

A. Preparation: Student is frequently prepared for class with assignments and relevant class materials.

B. Engagement: Student frequently contributes to class by offering ideas and asking meaningful questions once per class.

Marginal

(B-, C+, C)

A. Preparation: Student is occasionally prepared for class with assignments and relevant class materials.

B. Engagement: Student occasionally contributes to class by offering ideas and asking meaningful questions.

Failure

(F)

A. Preparation: Student is almost never prepared for class with assignments and relevant class materials.

B. Engagement: Student almost never contributes to class by offering ideas and asking meaningful questions.

Assessment Task

In-class quizzes (20%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Excellent

(A+, A, A-) Superior grasp of the subject matter; evidence of extensive knowledge base.

Good

(B+, B) Very good grasp of the subject matter; evidence of good knowledge base.

Marginal

(B-, C+, C) Reasonable grasp of the subject matter; evidence of reasonable knowledge base.

Failure

(F) Little grasp of the subject matter

Part III Other Information

Keyword Syllabus

Attitude, Job Satisfaction, Emotions, Personality, Values, Perception, Decision Making, Motivation, Groups and Team Work Leadership, Power, Politics, Conflict Management, Negotiations, Organizational Culture HRM Creativity, Innovation

Reading List

Compulsory Readings

Title	
1	Robbins, S. P., & Judge, T. A.. Organizational Behavior (latest ed.). New Jersey: Pearson.

Additional Readings

Title	
1	Harvard Business Review and other appropriate journal articles