

City University of Hong Kong

**Information on a Course
offered by Department of Management
with effect from Semester A in 2014 / 2015**

Part I

Course Title: Organizational Behavior and Leadership

Course Code: FB 5304

Course Duration: One Semester

Credit Units: 2

Level: P5

Medium of Instruction: English

Prerequisites: NIL

Precursors: NIL

Equivalent Courses: MGT 5304 Management and Organizational Behavior

Exclusive Courses: NIL

Part II

Course Aims:

Upon successful completion of this course, students should be able to:

- Generate the concepts, practices, and implications of organizational behavior.
- Construct their own understanding, abilities and skills required to effective managers to solve real-business problems in organizations.

Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting (if applicable)
1.	Demonstrate knowledge of how organizations influence the feelings and behavior of their employees and vice versa and of theories and concepts relevant to managing work behavior.	40%
2.	Apply organizational behavior concepts and theories to real-business problems in organizations.	30%
3.	Demonstrate evidence of effective communication and interpersonal skills in carrying out group project work in business organizations.	30%

Teaching and learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

Total Hour (Group Size) : Seminars 26 (60)

No.	TLAs	ILO No	Hours/week (if applicable)
1.	Emphasis in lectures is placed on learning driven by interest-based activities.	1, 2, 3	---
2.	Learning through class exercises are primarily based on real-business cases.	1, 2, 3	---
3.	Learning through conducting a team project.	1, 2, 3	---

Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

100% coursework

Contribution in classes (10%)

Learning best occurs through active participation which is highly encouraged in the classes. Participation will be evaluated on two dimensions: 1. active engagement (5%) and 2. quality of contribution to discussions (5%). Indicators of active engagement include regular attendance, taking the initiative in raising questions and issues, as well as active participation in class discussion and exercises. Quality of contribution will be evaluated by the relevance and usefulness of students' comments in the classes.

Individual in-class test (40%)

Students will be evaluated mainly based on the clarity and depth of understanding about key concepts and theories. They will also be asked to demonstrate some ability to apply those concepts and theories into real-business situations. The length of the test will be 60 minutes.

Group project (50%)

Increasingly, organizations rely on groups and teams to perform key functions. Thus, how to be an effective team member is increasingly important in modern organizations. To develop and practice group skills, students will have extensive opportunities to work as a group during the entire semester. Students will be randomly assigned to groups (5-6 people/ only gender proportion will be considered), and those groups will be formed at the early stage of this course. Many interest-based activities will be given to work as groups over the course. The major task of the groups will be the completion of a group project.

ILO No	AT1: Attendance Participation	AT2: Individual paper	AT3: Group project	Remarks
CILO 1	1	2	1	1: Minor focus on the ILO;
CILO 2	1	2	1	2: Main focus on the ILO)
CILO 3			2	

Contribution in Classes (10%)

Fail (F)	Marginal (D)	Adequate (C- to C+)	Good (B- to B+)	Excellent (A- to A+)
Not attending 70% of classes.	Student is almost never prepared for class with relevant class materials. Student is almost always late to class and leaves early. Student almost never contributes to class by offering ideas and asking questions.	Student is occasionally prepared for class with relevant class materials. Student is occasionally late to class and leaves early. Student occasionally contributes to class by offering ideas and asking questions.	Student is frequently prepared for class with relevant class materials. Student is frequently punctual and attends full- time. Student frequently contributes to class by offering ideas and asking questions once per class.	Student is almost always prepared for class with relevant class materials. Student is almost always punctual and attends full- time. Student almost always contributes to class by offering ideas and asking questions more than once per class.

Group Project (50%)

Marginal D 1.0	Adequate C- C C+ 1.7 2.0 2.3	Good B- B B+ 2.7 3.0 3.3	Excellent A- A A+ 3.7 4.0 4.3
Pieces of evidence are relevant and accurate, but are isolated, addressing a limited number of issues. Demonstration of understanding in a minimally acceptable way. Poor coverage, no originality, weak justification of solutions or recommendations.	The evidence is relevant, accurate and covers a fair number of issues. However, there is little evidence of an overall view of the project. Demonstrates declarative understanding of a reasonable amount of content. Able to discuss content meaningfully but little application or integration of items. Fair justification of solutions or recommendations.	The evidence presents a good appreciation of the general thrust of the project. Good coverage with relevant and accurate support. A clear view of how various aspects of the project integrate to form a thrust or purpose. Good evidence of application of course content to practice. Solutions or recommendations well justified.	As in B, but with higher degree of originality and evidence of internalization into a personalized model of practice. Good evidence of reflection on own performance based on theory. Generalizes principles, models or practices to new and unfamiliar real-life contexts.

Grading of Student Achievement: Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Letter Grade	Definitions	Criteria
A+		Excellent
A		
A-		
B+		Good
B		
B-		
C+		Adequate
C		
C-		
D		Marginal
F		Failure
P		Pass

Part III

Keyword Syllabus:

Introduction to organizational behavior; Personality and perception; Motivation; Group behavior and decision making; Leadership; Conflict and stress management; Power, politics and ethics; Organizational environment; Organizational change.

The recommended textbook:

McShane, S. L., & Von Glinow, M. A. 2010, *Organizational behavior: Emerging knowledge and practice for the real world*, 5/E, McGraw-Hill Irwin.

Extract reference:

George, J. and Jones, G, 2008, *Understanding and Managing Organizational Behavior*, 5/E, Prentice Hall (ISBN-10: 013239457X, ISBN-13: 9780132394574).

Craimer, S., 2000, *The Management Century: A Critical Review of Twentieth Century Thought and Practice*, San Francisco: Jossey Bass

The Economist, *The New Organization*, 21 January, 2006

Hickson, D.J. and Pugh, D.S., 2003, *Management Worldwide: Distinctive Styles amid Globalization*, London: Penguin

Hofstede, G., 2001, *Culture's Consequences: Comparing Values, Behaviours, Institutions and Organizations across Nations*, (2nd ed.), Thousand Oaks, CA: Sage

Katzenbach, J.R. and Smith, D.K., 2003, *The Wisdom of Teams: Creating the High Performance Organization*, Boston, MA: Harvard Business School Press

Morgan, G., 2006, *Images of Organization*, London: Sage

Pfeffer, J., 1998, *The Human Equation: Building Profits by Putting People First*, Boston, MA: Harvard Business School Press

Pugh, D.S. and Hickson, D.J., 2007, *Writers on Organizations*, (6th ed.), Thousand Oaks CA: Sage

Ritzer, G., 1996, *The McDonaldization of Society: An Investigation into the Changing Character of Contemporary Social Life*, (Revised edition), Thousand Oaks CA: Pine Forge Press