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
Course Code:	MGT 5204
Course Duration:	One Semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English
Prerequisites: *(Course Code and Title)*	NIL
Precursors: *(Course Code and Title)*	NIL
Equivalent Courses: *(Course Code and Title)*	FB5304 Management and Organizational Behavior OR equivalent
Exclusive Courses: *(Course Code and Title)*	NIL

Part II

Course Aims:

The aims of this course are to:

> introduce and assess basic theories of managers' roles and responsibilities. acquaint students with the nature, forms and scope of behavior within business organisations.

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 organisations 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 analyze and understand organizational problems.	20%
3.	Work effectively as part of a team for carrying out people related projects in business organizations.	20%
4.	Exercise good communication and interpersonal skills in contacting and interacting with representatives of business organizations for carrying out project work.	20%

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 Hours: Seminars 39

ILO No	TLAs	Hours/week (if applicable)
1, 2	Emphasis in lectures is placed on the rigorous use of fundamental techniques.	---
1, 2, 3, 4	Learning through class exercises are primarily based on hands-on activities and interactive problem solving allowing instant feedback.	---
1, 3, 4	Learning through conducting a team project	---

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)

Coursework: 70%,   Final Exam: 30% (2 Hours)

ILO No	AT1: Attendance Participation	AT2: Final exam	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	
CILO 4	2		2	

Contribution in Classes (10%)

Learning best occurs through active participation which is highly encouraged in the tutorials. Participation will be evaluated on two dimensions: 1. active engagement (50%) and 2. quality of contribution to discussions (50%). 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 and tutorials.

Criteria	A. Preparation	B. Engagement
Marginal **D 1.0**	Student is **almost never** prepared for class with assignments and required class materials.	Student **almost never** contributes to class by offering ideas and/or asking questions.
Adequate **C- 1.7** **C 2.0** **C+ 2.3**	Student is **occasionally** prepared for class with assignments and required class materials.	Student **occasionally** makes contribution by offering seemingly useful/suitable ideas and/or asking meaningful questions.
Good **B- 2.7** **B 3.0** **B+ 3.3**	Student is **frequently** prepared for class with assignments and required class materials.	Student **frequently** contributes **suitably** in class by offering ideas and/or asking meaningful questions.
Excellent **A- 3.7** **A 4.0** **A+ 4.3**	Student is **almost always** prepared for class with assignments and required class materials.	Student **almost always** contributes **meaningfully** in class by offering ideas and/or asking questions in almost each class.

Individual In-Class Mid-term (20%)

The mid-term will provide an interim assessment of learning, and provide a chance for early feedback. The content of the mid-term will reflect a comprehensive coverage of the course material, focusing on the key concepts and theories which have been addressed in the lectures and tutorials. You will be evaluated mainly on your clarity and depth of understanding of those concepts and theories (60%). You will also be asked to demonstrate some ability to apply those concepts and theories to actual situations (40%).

Group Project (40%)

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 (4-5 people/ only gender proportion will be considered), and those groups will be formed at the early stage of this course. Many class exercises and smaller assignments will be given to work as groups over the course of the semester. The major task of the groups will be the completion of a group project.

Marginal **D 1.0**	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.
Adequate **C- 1.7** **C 2.0** **C+ 2.3**	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.

Good **B-** 2.7 **B** 3.0 **B+** 3.3	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.	
Excellent **A-** 3.7 **A** 4.0 **A+** 4.3	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.	

Final Examination (30%)

The final examination will reflect a comprehensive coverage of the course material, focusing on the key concepts and theories which have been addressed in the lectures and tutorials. You will be evaluated mainly on your clarity and depth of understanding of those concepts and theories (60%). You will also be asked to demonstrate some ability to apply those concepts and theories to actual situations (40%).

Grading of Student Achievement: Refer to Grading of Courses in the Academic Regulations (Attachment) and to the Explanatory Notes.

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:

Personality and Learning, Perception and Diversity, Motivation, Groups and Team Work, Group Decision-making, Leadership, Power, Politics, and Ethics, Conflict Management, Stress Management, Power, Politics, and Ethics, Organizational Environment and Change, Global Management

Essential Reading:

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

Supplementary Reading:

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

Crainer, 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.

Reference will also be made, where appropriate, of contemporary locally or regionally based research in the field.