City University of Hong Kong
Course Syllabus

offered by College/School/Department of Management
with effect from Semester A 2022 / 2023

Part I   Course Overview

Course Title:	Organizational Behavior and Leadership
Course Code:	FB 5304
Course Duration:	One Semester
Credit Units:	2
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	NIL
Precursors: *(Course Code and Title)*	NIL
Equivalent Courses: *(Course Code and Title)*	MGT 5304 Management and Organizational Behavior
Exclusive Courses: *(Course Code and Title)*	NIL

Part II   Course Details

1. **Abstract**

    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.

2. **Course Intended Learning Outcomes (CILOs)**
    (CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Demonstrate knowledge of how organizations and leaders influence the feelings and behavior of their employees and vice versa and of theories and concepts relevant to managing work behavior.	40%	X	X	X
2.	Apply organizational behavior concepts and theories to real-business problems in organizations.	30%		X	X
3.	Demonstrate evidence of effective communication and interpersonal skills in carrying out group project work in business organizations.	30%	X	X	X
		100%			

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 self-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.

3. Teaching and Learning Activities (TLAs)
(TLAs designed to facilitate students' achievement of the CILOs.)

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

4. Assessment Tasks/Activities (ATs)
(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4				
Continuous Assessment: 100 %								
Contribution in classes	X	X					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	X	X						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	X	X	X					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.
Examination: 0 % (duration: , if applicable)									
								100%	

(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)

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Contribution in classes (10%)		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.	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 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 shows serious attendance problems and fail to attend 70% of classes.
2. Individual in-class test (40%)		Strong evidence of original thinking; good organization, capacity to organize and synthesize with superior grasp of the subject matter; evidence of extensive knowledge base.	Evidence of a grasp of the subject with indications of critical capacity and analytical ability; reasonable understanding of the issues with good responses to the questions.	Sufficient familiarity with the subject, with some ability to think analytically and to respond to the questions.	Little evidence of familiarity with the course material; poor critical and analytical skills; ignorance of the literature.
3. Group project (50%)		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.	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.	Pieces of evidence are relevant and accurate, and cover a fair number of issues. However, there is little evidence of an overall view of the research objective. Demonstrates a moderate level of understanding of issues but little application or integration of items. Fair justification of solutions or recommendations.	Poor arguments, with little theoretical/conceptual grounding and understanding of the materials and the context involved. No originality, weak justification of conclusions and poorly structured.

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Contribution in classes (10%)		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.	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 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 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 shows serious attendance problems and fail to attend 70% of classes.
2. Individual in-class test (40%)		Strong evidence of original thinking; good organization, capacity to organize and synthesize with superior grasp of the subject matter; evidence of extensive knowledge base.	Evidence of a grasp of the subject with indications of critical capacity and analytical ability; reasonable understanding of the issues with good responses to the questions.	A student who has profited from the course; some understanding of the subject with some ability to think analytically and to offer adequate responses to the questions.	Sufficient familiarity with the subject and of ability to respond to the questions as to justify consideration of the student for progression.	Little evidence of familiarity with the course material; poor critical and analytical skills; ignorance of the literature.

3. Group project (50%)		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.	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.	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.	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.	Poor arguments, with little theoretical/conceptual grounding and understanding of the materials and the context involved. No originality, weak justification of conclusions and poorly structured.

Part III Other Information (more details can be provided separately in the teaching plan)

1. **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.

2. **Reading List**

2.1 **Compulsory Readings**
   (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Readings to be assigned by the course instructor

2.2 **Additional Readings**
   (Additional references for students to learn to expand their knowledge about the subject.)

1.	George, J. and Jones, G, 2008, Understanding and Managing Organizational Behavior, 5/E, Prentice Hall (ISBN-10: 013239457X, ISBN-13: 9780132394574).
2.	Crainer, S., 2000, The Management Century: A Critical Review of Twentieth Century Thought and Practice, San Francisco: Jossey Bass
3.	The Economist, The New Organization, 21 January, 2006
4.	Hickson, D.J. and Pugh, D.S., 2003, Management Worldwide: Distinctive Styles amid Globalization, London: Penguin
5.	Hofstede, G., 2001, Culture's Consequences: Comparing Values, Behaviours, Institutions and Organizations across Nations, (2nd ed.), Thousand Oaks, CA: Sage
6.	Katzenbach, J.R. and Smith, D.K., 2003, The Wisdom of Teams: Creating the High Performance Organization, Boston, MA: Harvard Business School Press
7.	Pfeffer, J., 1998, The Human Equation: Building Profits by Putting People First, Boston, MA: Harvard Business School Press
8.	Pugh, D.S. and Hickson, D.J., 2007, Writers on Organizations, (6th ed.), Thousand Oaks CA: Sage
9.	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