

City University of Hong Kong
Course Syllabus

offered by Department of Management
with effect from Semester A in 2019/2020

Part I Course Overview

Course Title: Organizational Behavior & Human Resources Management

Course Code: MGT3306

Course Duration: One Semester

Credit Units: 3

Level: B3

Arts and Humanities

Proposed Area: Study of Societies, Social and Business Organisations

(for GE courses only)

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: FB2300 or CB2300 Management
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: Nil
(Course Code and Title)

Exclusive Courses: MGT3906 Managing Organization Behavior,
MGT3229 Introduction to work Behavior and MGT3206 Organizational Behavior
(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to

1. introduce students to the key concepts, theories, and practices of organizational behavior (OB) and human resources management (HRM);
2. help students learn how to apply OB concepts and theories in different functions of HRM;
3. guide student to understand and critically analyze various individual, interpersonal, group, and organizational management processes;
4. enhance students' self-awareness of their own strengths and weaknesses in acting effectively in organizations and encourage them to continually develop their strengths and improve their weaknesses.

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.	Learn the basic concepts of individual, group, and organizational behavior and human resources management	20%		✓	✓
2.	Explain how individual, group, and organizational behavior affect individual and organizational outcomes.	25%		✓	✓
3.	Critically analyse organizational contexts and generate theoretically driven solutions to solve human resources related problems.	25%		✓	✓
4.	Express themselves effectively in verbal and written communication, and operate effectively within a team environment demonstrating team building and management skills.	15%	✓	✓	
5.	Work and learn independently, exercise initiative and take personal responsibility for their own work and analyze and critically evaluate individual and organizational issues.	15%	✓	✓	
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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	4	5	
Lecture	Learning of principles and theories is primarily achieved through sitting on lectures.	✓	✓	✓			---
Tutorial	Learning through tutorials are primarily based on hands-on activities and interactive problem solving such as simulated exercises, case analysis and discussion on journal articles. Instant feedback will be given.		✓	✓	✓	✓	---
Lecture and Tutorial	Discussions on real organizational problems		✓	✓	✓	✓	---
Tutorial	Learning through peer interactions in the team project			✓	✓	✓	---

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	5		
<i>Continuous Assessment: 60%</i>							
<u>Team Discovery Project Report</u> The team discovery project explores human resource practices, individual or team factors that affect employee performance and commitment in a specific organization in Greater China.	✓	✓	✓	✓	✓	15%	
<u>Team Discovery Project Presentation</u>	✓	✓	✓	✓	✓	10%	
<u>Individual Application Paper</u> Students will analyze a real life workplace situation, state specifically the HRM/OB concepts they are applying and how the concepts can be appropriately applied in the particular workplace situation.	✓	✓	✓	✓	✓	10%	
<u>A mid-term test</u> The mid-term test aims to assess students' understanding of the course materials in the middle of the semester.	✓	✓	✓		✓	15%	

<p><u>In-class discussion</u> All students are expected to participate actively in class discussion. This includes evidence of thorough prior preparation of course materials, engaging in class exercises, and class discussion.</p>	✓	✓	✓	✓	✓	10%	
Final Examination: 40% (2 hours)							
<p><u>Final examination</u> The examination will reflect a comprehensive coverage of the course material, focusing on the key concepts and theories addressed in the lectures and tutorials. You will be evaluated mainly on your clarity and depth of understanding of those concepts and theories and application of such concepts and theories to actual organizational situations.</p>	✓	✓	✓	✓	✓	40%	
* The weightings should add up to 100%.						100%	

5. Assessment Rubrics

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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Team Discovery Project Report	Quality of the research conducted; relevance of the HRM/OB concepts to the organizational issue; clarity of the analyses; reasonableness of the conclusion; practicality of the recommendation; appropriateness of the referencing	Interesting and complex account of the whole project. As in B, but original, going well beyond standard resources/ references, Findings and discussion generating new issues and further research. Professional presentation of the whole report. As in B, but uses wide-ranged references to support an original argument.	As in C, but shows effort in literature review. demonstrating logical mind in deriving conclusion on relationships between constructs. Relevant points drawn from prevalent models or conceptual frameworks. Convincing arguments and discussion. Well-reasoned conclusion. Clear and structured organization. References are comprehensive, showing care in researching the issue. correct formatting.	Describes topic, refers to relevant work and what is proposed to be done. More relevant points drawn from prevalent models or conceptual frameworks, lists both pros and cons, evidence of grasp of issues but has difficulty in finding resolution. Show some analytical skills. Weak conclusion, or jumps to conclusion. Evidence of some research skills. Average organization. standard references in mostly correct	Writes enough to describe what the topic is about. Some relevant points descriptive in nature, mainly pro and con. Uses a few mainstream references. Summary is a list of either pros or cons leading to a lopsided conclusion. Very little evidence of library skills, incorrect formatting.	Not handing in any work or late submission without valid reason. Plagiarism.

				formatting.		
2. Team Discovery Project Presentation	Verbal and non-verbal skills in presentation; clarity of the main ideas; quality of analysis	A faultlessly structured presentation delivered to a superior professional standard of presentation skills (language fluency, voice modulation, facial expression, body language) with compelling audience impact and creativity. Substantial amount of analysis and research done on the topic. Clear evidence that the skills (both delivery and interactive skills) learnt on the course has been demonstrated.	A well-structured presentation delivered to a high professional standard of presentation skills with strong audience impact and creativity. Good evidence that analysis and research has been done, and that the skills (both delivery and interactive skills) learnt on the course have been demonstrated.	Presentation structure not fully coherent and presentation skills no more than acceptable. Audience impact weak. Little creativity observed. Some evidence that analysis and research has been done, and that the skills (both delivery and interactive skills) learnt on the course have been demonstrated.	Presentation structure barely coherent and presentation skills bordering on the unacceptable. Audience impact and creativity almost nil. Little research and analysis done on the topic. Little evidence that the skills (both delivery and interactive skills) learnt on the course has been demonstrated.	Presentation shows little evidence of any planning or rehearsal. Very little evidence of any skills (both delivery and interactive skills) learnt from the course. No research and analysis done on the topic. Lack of creativity and the delivery is incoherent, and unstructured.

3. Individual Application Paper	Ability in applying HRM/OB concepts to a real life workplace situation	Students could clearly and appropriately apply HRM/OB concepts to a real life workplace situation.	Students could mostly apply HRM/OB concepts to a real life workplace situation in a clear and appropriate manner.	Students could fairly apply HRM/OB concepts to a real life workplace situation in a clear and appropriate manner.	Students in some instances inappropriately apply HRM/OB concept to a real life workplace situation.	Students in most instances inappropriately apply HRM/OB concepts to a real life workplace situation.
4. A mid-term test	Proficiency in understanding key concepts in the course	Students have an excellent level of understanding of the key concepts of the course materials.	Students have a good level of understanding of the key concepts of the course materials.	Students have a moderate level of understanding of the key concepts of the course materials.	Students have little understanding of the key concepts of the course materials.	Students have very little understanding of the key concepts of the course materials.
5. In-class discussion	Preparing for classes; contributing meaningful ideas in the class; asking questions; punctuality in attending classes	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. Contribution is meaningful and	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. Contribution is sensible.	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. Contribution is minimal.	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. Contribution is lacking.	Not attending 70% of classes and lack of participation in class.

		inspiring.				
6. Final examination	Ability to understand, analyze, and apply key concepts learnt in the course to solve organizational issues	Strong evidence of original thinking; good organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with the subject matter.	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.	Sufficient familiarity with the subject matter to enable the student to progress.	Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature.

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

1. Keyword Syllabus

(An indication of the key topics of the course.)

Introduction to Organisational Behaviour and HRM, Theoretical Foundations, Job Performance, Performance Management, Organizational Commitment, Job Satisfaction, Emotions, Stress Management, Motivation, Compensation Systems, Learning, Talent Development, Personnel Selection, Personality, Ability, Team Work, Team Characteristics and Diversity, Team Process, Communication, Power, Negotiation, Interpersonal Influence, Conflict Management, Leadership.

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.	Colquitt, LePine & Wesson (2014). <i>Organizational Behavior : Improving Performance and Commitment in the Workplace</i> . 4th Ed McGraw Hill Publishing.
2.	Tsui, A. P., & Lai, K. T. (Eds.) (2009). <i>Professional Practices of Human Resource Management in Hong Kong</i> , Hong Kong: Hong Kong University Press. [an online version available from the CityU library website]
3.	Gomez-Mejia, L.R, Balkin, D. B., & Cardy, R. L. (2016). <i>Managing human resources</i> . England: Pearson Education Limited.

2.2 Additional Readings

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

Articles from academic and practitioner journals, such as Harvard Business Review, Academy of Management Executives, Sloan Management Review will be assigned when appropriate.