

City University of Hong Kong
Course Syllabus
offered by Department of Management
with effect from Semester A in 2021/22

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:
(for GE courses only)

Study of Societies, Social and Business Organisations

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) CB2300 Management

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

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

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 human resources management (HRM) & organizational behavior (OB) and;
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

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, theories, and practices of human resources management and organizational behavior	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 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%	✓	✓	

* 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	Delivery of concepts and theories in HRM & OB is primarily achieved by the use of lectures.	✓	✓	✓			---
Tutorial Discussion	Hands-on activities and interactive problem solving tools, such as simulated exercises, case studies and/or discussion on journal articles, will be used.		✓	✓	✓	✓	---

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		
Continuous Assessment: 50%							
<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. Both an oral presentation and a written paper should be delivered.	✓	✓	✓	✓	✓	25%	
<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.	✓	✓	✓	✓	✓	25%	
Final Examination: 50% (2 hours)							
<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. Students 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.	✓	✓	✓	✓	✓	50%	
* 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)
1a. Presentation of the Individual Application Paper	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.

1b. Written work of 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.
2. 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 inspiring.	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.

3. 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.
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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, Recruitment, Personnel Selection, Training & Development, Talent Management, Performance Management, Compensation Management, People Analytics, Anti-discrimination Ordinances, Personal Data Privacy Ordinance, and OB topics such as Leadership, Organizational Commitment, Team Work which have not been discussed in CB2300.

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.	Robbins, S. P., & Judge, T. A. (2018). <i>Essentials of organizational behavior</i> . New York: Pearson.
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.