

**City University of Hong Kong
Course Syllabus**

**offered by College of Business
with effect from Semester A 2017/18**

Part I Course Overview

Course Title:	Organizational Behaviour
Course Code:	FB5801
Course Duration:	1 semester
Credit Units:	2
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	FB5801P Organizational Behaviour
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

This course aims to:

- (1) provide students with a critical introduction and evaluation of effective managerial practices and behaviours from the perspective of an executive position;
- (2) help students discover and acquire state-of-the-art knowledge and practical know-how in managing highly effective organizations;
- (3) help students develop skills and insights in applying such knowledge and know-how in their real-life situations to solve major management problems effectively and creatively.

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.	Develop a firm grasp of emerging trends in organizations	10%	✓	✓	
2.	Discover and understand the relationship between organizational forms and managerial practices and their outcomes	10%	✓	✓	
3.	Apply major management principles for managing and motivating employees effectively and creatively, and maintaining a high level of effectiveness	20%	✓	✓	✓
4.	Apply various approaches in leading employees and teams effectively and creatively, taking into account the changing situations	30%	✓	✓	✓
5.	Apply major management principles effectively and creatively to solve organizational problems and implement organizational changes	30%	✓	✓	✓
		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	4	5	
Lectures	<p>Provide students with guidance on their readings as well as help them discover and acquire state-of-the art knowledge in major management concepts, models, theories, and practices</p> <p>Help students discover and develop analytical and critical capabilities related to solving management problems in their work context</p> <p>The lectures will be supplemented by real-life cases to help students apply the knowledge learned to solving real-life management problems effectively and creatively.</p>	✓	✓	✓	✓	✓	
Group discussion and sharing	Expose students to real-life management cases and best practices to help them discover and grasp major management concepts and practices.	✓	✓	✓	✓	✓	
Individual presentation and report	Help students to acquire good management practices and the ability to apply management knowledge to solve real-life problems effectively and creatively.	✓	✓	✓	✓	✓	

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: <u>100%</u>							
Individual In-class Participation	✓	✓	✓	✓	✓	10%	
Individual In-class Contribution	✓	✓	✓	✓	✓	10%	
Individual Presentation		✓	✓	✓	✓	30%	
Individual Presentation PPT		✓	✓	✓	✓	20%	
Group Assignments	✓	✓	✓	✓	✓	30%	
Examination: ____% (duration: _____, if applicable)						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)
Individual In-class Participation	70% attendance.	Provides interesting, complex, and creative arguments, cases, and conclusions to relevant topics in class, as in Good but stating a point of view in own voice and with originality, thoroughly grounded in the arguments and generating new issues. Excellent presentation skills.	Provides well-rounded arguments, cases, and conclusions to relevant topics in class, good grasp of theory/ conceptual framework and what questions need to be asked. Arguments balanced, creative, well-structured and convincing, leading to a well-reasoned conclusion. Effective presentation skills.	Provides some arguments, cases, and conclusions to relevant topics in class, refers to related theory/ conceptual framework and the relevance to real-life situations. Draws on points from prevalent models or conceptual frameworks, but has difficulty in coming to a convincing conclusion. Satisfactory presentation skills.	Provides fragmented arguments, cases, and conclusions to relevant topics in class. Some points made but descriptive in nature, arguments unconvincing. Unsatisfactory presentation skills.	Fail to participate in class
Individual In-class Contribution	Individual contribution in the class. Test students' understanding of major management concepts, models, and theories, and their relationship with major management issues and solutions encountered in the real world.	Provides interesting, complex, and creative arguments, cases, and conclusions to relevant topics in class, as in Good but stating a point of view in own voice and with originality, thoroughly grounded in the arguments and generating new issues. Excellent presentation skills.	Provides well-rounded arguments, cases, and conclusions to relevant topics in class, good grasp of theory/ conceptual framework and what questions need to be asked. Arguments balanced, creative, well-structured and convincing, leading to a well-reasoned conclusion. Effective presentation skills.	Provides some arguments, cases, and conclusions to relevant topics in class, refers to related theory/ conceptual framework and the relevance to real-life situations. Draws on points from prevalent models or conceptual frameworks, but has difficulty in coming to a convincing conclusion. Satisfactory presentation skills.	Provides fragmented arguments, cases, and conclusions to relevant topics in class. Some points made but descriptive in nature, arguments unconvincing. Unsatisfactory presentation skills.	Fail to participate in class
Individual Presentation & Individual Presentation PPT	Test students' ability to demonstrate a sound knowledge of contemporary organizational problems and solutions and how that knowledge can be applied to solving real-world management problems encountered in their work context effectively and creatively.	As in Good but with a higher degree of originality and internalization to form a well-defined perspective on the issues. Strong evidence of reflection on own position based on a comprehensive understanding of theory/conceptual framework and the contemporary context. Generalizes principles, models or practices to generate new insights and questions. A soundly structured assignment with balanced and compelling conclusions thoroughly grounded in	The arguments demonstrate a good appreciation of the issues, theory/ conceptual framework and the contemporary context with indications of reflection on own position. Some new insights and questions offered with clear evidence of learning from the assignment and of the ability to apply it. A well-structured, original assignment with conclusions properly grounded in the arguments and convincingly justified.	The arguments are relevant, accurate but they fall short of a comprehensive understanding of the issues, theory/ conceptual framework and the contemporary context. Some evidence of learning from the assignment and of the ability to apply it. Fair justification of arguments and conclusions but little originality demonstrated. Assignment structure needs improvement.	The arguments are relevant and accurate but isolated, addressing the issues only in part and lacking both a strong grounding in theory/conceptual framework and understanding of the contemporary context. No originality, weak justification of conclusions and poorly structured.	Little evidence of familiarity with the subject matter; Fail to submit the PPT

		the arguments presented.				
Group Assignments	Test students' ability to understand major management concepts, models, and theories, and apply them to understand and address a range of management issues effectively and creatively.	Interesting, complex, and creative account of key issues and its relevance to real-life situations, excellent grasp of related theory/conceptual framework and what questions need to be asked. As in Good but stating a point of view in own voice and with originality. Conclusion leads to a novel conclusion, thoroughly grounded in the arguments and generating new issues. Excellent presentation skills including outstanding eye-contact with audience, verbal delivery, visual aids and time management.	A well-rounded account of the key issues and its relevance to real-life situations, good grasp of theory/conceptual framework and what questions need to be asked. Most/all relevant points drawn from prevalent models or conceptual frameworks, arguments balanced, creative, well-structured and convincing, leading to a well-reasoned conclusion. Effective presentation skills including good eye contact with audience, verbal delivery, visual aids and time management.	Describes the key issues, refers to related theory/conceptual framework and the relevance to real-life situations. Draws on points from prevalent models or conceptual frameworks, presents some arguments but has difficulty in finding a resolution and in coming to a convincing conclusion. Satisfactory presentation skills including reasonable eye-contact with audience, verbal delivery, visual aids and time management.	Presents enough to describe what the key issues are about. Some points made but descriptive in nature, arguments unconvincing. Conclusion is incomprehensible and lacking in balance. Unsatisfactory presentation skills including poor eye contact with audience, verbal delivery, visual aids and time management.	Fail to participate in class for the assignments

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.)

Perception and Personality
Motivation and Performance Management
Team Effectiveness
Manager and Leader
Organizational Change
Organizational Culture

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, Stephen P.; Judge, Timothy, Organizational Behavior, Pearson, Current edition.
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2.2 Additional Readings

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

Readings Materials: More than 100 articles will be provided.