

City University of Hong Kong

Information on a Course offered by Department of Management with effect from Semester A in 2012 / 2013

Part I

Course Title: Advanced Topics in Organizational Behavior and Human Resource Management

Course Code: MGT 8904

Course Duration: One Semester

Credit Units: 3

Level: R8

Medium of Instruction: English

Prerequisites: *(Course Code and Title)* A doctoral level, research-oriented course in organizational behavior/human resources management

Precursors: *(Course Code and Title)* NIL

Equivalent Courses: *(Course Code and Title)* NIL

Exclusive Courses: *(Course Code and Title)* NIL

Part II

1. Course Aims:

The aims of this course are to:

- provide students with a critical understanding of the theories and concepts underlying organizational behavior and human resource management
- help students gain insights into key research areas and research techniques in these fields and develop research hypotheses

2. 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 key research areas in the interrelated fields of organizational behavior and human resource management.	20%
2.	Critically evaluate the theories and concepts underlying organizational behavior and human resource management	30%
3.	Generate research hypotheses using theories and concepts relating to organizational behavior and human resource management logically	50%

3. 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 (Group Size): Seminars 39 (10-15)

ILO No	TLAs	Hours/week (if applicable)
1, 2	Emphasis in lectures is placed on the rigorous use of fundamental techniques	---
1, 2	Learning through discussions and presentations on prescribed readings	---
3	Learning through writing a research proposal	---

4. Assessment Tasks/Activities

(designed to assess how well the students achieve the CILOs)

100% Coursework

Contribution to the Discussion (20%)

Learning best occurs through active participation. 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 discussion. Quality of contribution will be evaluated by the relevance and usefulness of students' comments in the classes.

Proposal Presentation (20%)

The purpose of this presentation is to provide the supervisor with an overview of what the student has done. Design the presentation so that it highlights the work done on the research proposal. Presentation will be judged based on the following criteria: 1) Was it interesting and creative?; 2) Was it well-structured and organized?; and 3) Did a student effectively grab the audience's attention?

Research Proposal (60%)

The purpose of this research proposal is to help a student develop a research proposal using theories and concepts relating to organizational behavior and human resource

management. Research proposal will be judged based on the following criteria: 1) Were the topics analyzed and explained clearly, with some depth, and appropriately illustrated?; 2) Was the proposal expanded through explicit use of theories, concepts, and ideas learned in readings and classes?; and 3) Were the research hypotheses developed logically with appropriate citations and theoretical arguments?

ILO No	AT1: Contributions in Discussion	AT2: Proposal Presentation	AT3: Research Proposal	Remarks
CILO 1	2	2	1	1: Minor focus on the ILO; 2: Main focus on the ILO)
CILO 2	2	1	2	
CILO 3			2	

Contribution to the Discussion (20%)

Fail (F)	Marginal (D)	Adequate (C- to C+)	Good (B- to B+)	Excellent (A- to A+)
Not attending 70% of classes.	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 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 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 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.

Assessing Proposal Presentation (20%)

Each presentation will last for 50 minutes followed by questions and answers for 10 minutes. The team presentations will be assessed as follows: Excellent = 5, Good = 4, Acceptable = 3, Poor = 2, Very poor = 1.

Aspects of presentation	Score				
Coverage of issues	1	2	3	4	5

Clarity of presentation	1	2	3	4	5
Questions and answers	1	2	3	4	5
Team coordination	1	2	3	4	5

Research Project (60%)

Marginal D 1.0	Adequate C- C C+ 1.7 2.0 2.3	Good B- B B+ 2.7 3.0 3.3	Excellent A- A A+ 3.7 4.0 4.3
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 the research hypotheses.	The evidence is relevant, accurate and covers a fair number of issues. However, there is little evidence of an overall view of the proposal. Demonstrates declarative understanding of a reasonable amount of content. Able to discuss content meaningfully but little application or integration of items. Fair justification of the research hypotheses.	The evidence presents a good appreciation of the general thrust of the proposal. Good coverage with relevant and accurate support. A clear view of how various aspects of the concepts and theories integrate to form a thrust or purpose. The research hypotheses were well justified.	As in B, but with higher degree of originality. Good evidence of reflection on own performance based on theory. Very strong justification of response based on theory and practice.

Note for all Assessments (Contribution to the Discussion, Proposal Presentation, and Research Project): Scale: A+ = 95%+; A = 90% to 94%; A- = 85% to 89%; B+ = 80% to 84%; B = 75% to 79%; B- = 70% to 75%; C+ = 65% to 69%; C = 60% to 64%; C- = 55% to 59%; D = 50% to 54%; F = 0% to 49%.

5. Grading of Student Achievement:

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:

Employee Behavior, Work Motivation, Job Attitudes, Job Stress and Employee Health, Work Teams, Leadership, Politics in Organizations, Cultures in Work Organizations, Societal Cultures and Work Organizations, Recruitment and Selection, Performance Appraisal and Feedback, Employee Compensation, Training and Development

Eessential Reading:

Brief, A.P., & Dukerich, J.M. (1991). Theory in organizational behavior: Can it be useful? *Research in Organizational Behavior*, 13, 327-352.

Jackson, S. E., & Schuler, R. S. (1995). Understanding human resource management in the context of organizations and their environments. *Annual Review of Psychology*, 46, 237-264.

Locke, E. A. (1982). The ideas of Frederick W. Taylor: An evaluation. *Academy of Management Review*, 7, 14-24.

Wren, D. A. (1994). *The evolution of management thought*. New York: Wiley.

A list of articles for each topic will be distributed in classes.