

**City University of Hong Kong
Course Syllabus**

**offered by Department of Management
with effect from Semester A in 2017 / 2018**

Part I Course Overview

Course Title:	Organizational Behavior
Course Code:	MGT 5204
Course Duration:	1 Semester
Credit Units:	3
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)	FB5304 Management and Organizational Behavior OR equivalent
Exclusive Courses: (Course Code and Title)	NIL

Part II Course Details

1. Abstract

The aim of this course is to systematically introduce students to different aspects of employees' behavior in organizations based on the theories and concepts in Organizational Behavior (OB).

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 a knowledge of the fundamental concepts and theories in organizational behavior	30%	✓		
2.	Apply the concepts and theories in organizational behaviour so as to understand and analyse organizational problems	30%	✓	✓	✓
3.	Work effectively as part of a team in carrying out people-related projects in business organizations	20%		✓	✓
4.	Exercise good communication and interpersonal skills in interacting with representatives of business organizations when carrying out the project work and the case studies	20%		✓	
		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.)

Total Hours: Seminars 39

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Lectures	Learning through discussion in lecture on the fundamental concepts in OB	✓	✓					
Class Exercises	Learning through class exercises are primarily based on cases and structured questionnaires	✓	✓	✓	✓			
Team Project	Learning through conducting a 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				
Continuous Assessment: 70%								
Case Discussion (group-based)	✓	✓		✓			15%	The case discussion will run approximately from Week 4 to Week 11. In each of these weeks, the class will discuss a case in OB. Each team will be responsible to lead the class to analyze the case. Members in each team should present solutions to the case questions given by the instructor.
Group Project (Written Report 15% + Presentation 10%)	✓	✓	✓	✓			25%	Students will have extensive opportunities to work as a group during the entire semester. Students will be small groups at the early stage of this course. Some class exercises and some cases will be given to work as groups over the course of the semester. The major task of the group will be the completion of a case discussion a group project.
Class Participation	✓	✓		✓			15%	
In-Class Mid-term	✓	✓					15%	The mid-term will provide an interim assessment of learning, and provide a chance for early feedback. The content of the mid-term will reflect a comprehensive coverage of the course material, focusing on

									the key concepts and theories which have been addressed in the class and in the readings.
Examination: <u>30%</u> (duration:2 Hours, if applicable)									
Examination	✓	✓						30%	The final examination will reflect a comprehensive coverage of the course material, focusing on the key concepts and theories which have been addressed in the class. You will be evaluated mainly on your clarity and depth of understanding of those concepts and theories. You will also be asked to demonstrate some ability to apply those concepts and theories to actual situations.
								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)
<u>Case Discussion</u> (15%)		The group could facilitate very active discussion among the class members on key issues in the case. The group could lead the class to clearly understand OB concepts relevant to the case. The recommendations are highly justifiable/innovative.	The group could facilitate active discussion among the class members on key issues in the case. The group could lead the class to understand OB concepts relevant to the case. The recommendations are well justified.	The group could stimulate some discussion among the class members. The group could answer the case questions logically but little application of the OB concepts learnt. Some justifications of recommendations are given.	The analyses are isolated, addressing a limited number of issues. Demonstration of understanding in a minimally acceptable way. Poor answers to the case questions with weak justification of recommendations.	Very little analyses done. Lack of understanding of the OB concepts. Extremely poor answers to the case questions with no justifications.
<u>Group Written Report</u> (15%)		The case presents a real OB problem in an organization in Greater China . The context and the situation are very clearly described in the case. The analysis clearly identifies the	The case presents a real OB problem in an organization. The context and the situation are clearly described in the case. The analysis identifies the specific OB issues. The analysis demonstrates a good use	The case presents an OB problem in an organization. The context and the situation are partially described in the case. The analysis identifies a general OB issue. The analysis demonstrates some use of	The case presents an OB problem in an organization. The context and the situation are barely described in the case. The analysis identifies a general OB issue. The	The case does not present an OB problem in an organization. The context and the situation are barely described in the case. The analysis does not

		<p>specific OB issues. The analysis demonstrates an excellent use of OB concepts to solve the OB issues in the case. Recommendations are very well justified. The writing is logical and free of grammatical mistakes. Appropriate referencing is given.</p>	<p>of OB concepts to solve the OB issues in the case. Recommendations are well justified. A few grammatical mistakes are found.</p>	<p>OB concepts to solve the OB issues in the case. Recommendations are partially justified. Some grammatical mistakes are found.</p>	<p>analysis demonstrates a limited use of OB concepts to solve the OB issues in the case. Recommendations are hardly justified. Many grammatical mistakes are found.</p>	<p>identify any OB issue. Recommendations are hardly justified. Many grammatical mistakes are found.</p>
<p><u>Group Project Presentation (10%)</u></p>		<p>An extremely well-structured presentation delivered to a superior professional standard of presentation skills (language fluency, voice modulation, facial expression, body language) with compelling audience impact. Substantial amount of analysis and research done on the topic. Some</p>	<p>A well-structured presentation delivered to a high professional standard of presentation skills with strong audience impact. Good evidence that analysis and research has been done. A few thought-provoking questions were addressed to the audience. Good answers to the questions asked at the end of the presentation.</p>	<p>Presentation structure not fully coherent and presentation skills no more than acceptable. Audience impact weak. Some evidence that analysis and research has been done. Fair answers to the questions asked at the end of the presentation.</p>	<p>Presentation structure barely coherent and presentation skills bordering on the unacceptable. Very weak audience impact. Little research and analysis done on the topic. Poor answers to the questions asked at</p>	<p>Presentation structure is not coherent and the presentation skills is unacceptable. Extremely weak audience impact. Very little research and analysis done on the topic. Very poor answers to the questions</p>

		thought-provoking questions were addressed to the audience. Excellent answers to the questions at the end of the presentation.			the end of the presentation.	asked at the end of the presentation.
<u>Class Participation</u> (15%)		<p>A. Preparation Student is almost always prepared for class with assignments and relevant class materials.</p> <p>B. Engagement Student almost always contributes to class by offering ideas and asking meaningful questions more than once per class.</p>	<p>A. Preparation Student is frequently prepared for class with assignments and relevant class materials.</p> <p>B. Engagement Student frequently contributes to class by offering ideas and asking meaningful questions once per class.</p>	<p>A. Preparation Student is occasionally prepared for class with assignments and relevant class materials.</p> <p>B. Engagement Student occasionally contributes to class by offering ideas and asking meaningful questions.</p>	<p>A. Preparation Student is almost never prepared for class with assignments and relevant class materials.</p> <p>B. Engagement Student almost never contributes to class by offering ideas and asking meaningful questions.</p>	<p>A. Preparation Student is almost never prepared for class with assignments and relevant class materials.</p> <p>B. Engagement Student almost never contributes to class by offering ideas and asking meaningful questions.</p>
<u>In-class Mid-term Test</u> (15%)		Superior grasp of the subject matter; evidence of extensive knowledge base.	Very good grasp of the subject matter; evidence of good knowledge base.	Reasonable grasp of the subject matter; evidence of reasonable knowledge base.	Marginal grasp of the subject matter	Little grasp of the subject matter
<u>Examination</u> (30%)		Strong evidence of original thinking; good	Evidence of grasp of subject, some evidence of	Student who is profiting from the university	Sufficient familiarity with	Little evidence of familiarity with

		organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with the subject matter.	experience; understanding of the subject; ability to develop solutions to simple problems in the material	the subject matter to enable the student to progress.	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.)

Attitude, Job Satisfaction, Emotions, Personality, Values, Perception, Decision Making, Motivation, Groups and Team Work, Leadership, Power, Politics, Conflict Management, Negotiations, Organizational Culture, HRM

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. (2017). Organizational Behavior (17th ed.). New Jersey: Pearson.
----	--

2.2 Additional Readings

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

1.	Harvard Business Review and other appropriate journal articles
----	--