

MGT3306: ORGANIZATIONAL BEHAVIOR AND HUMAN RESOURCES MANAGEMENT

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Organizational Behavior and Human Resources Management

Subject Code

MGT - Management

Course Number

3306

Academic Unit

Management (MGT)

College/School

College of Business (CB)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

CB2300 Management

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

MGT3906 Managing Organization Behavior, MGT3229 Introduction to work Behavior and MGT3206 Organizational Behavior

Part II Course Details

Abstract

This course aims to:

- introduce students to the key concepts, theories, and practices of human resources management (HRM) & organizational behavior (OB) and;
- help students learn how to apply OB concepts and theories in different functions of HRM;
- guide student to understand and critically analyze various individual, interpersonal, group, and organizational management processes.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3	
1	Learn the basic concepts, theories, and practices of human resources management and organizational behavior.	20		x	x
2	Explain how individual, group, and organizational behavior affect individual and organizational outcomes.	25		x	x
3	Critically analyse organizational contexts and generate theoretically driven solutions to solve human resources problems.	25		x	x
4	Express themselves effectively in verbal and written communication, and operate effectively within a team environment demonstrating team building and management skills.	15	x	x	
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	x	x	

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 real-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.

Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture	Delivery of concepts and theories in HRM & OB is primarily achieved by the use of lectures.	1, 2, 3

2	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.	2, 3, 4, 5	
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Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)	
1	Individual Application Paper: 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.	1, 2, 3, 4, 5	25	
2	In-class discussion: 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.	1, 2, 3, 4, 5	25	

Continuous Assessment (%)

50

Examination (%)

50

Examination Duration (Hours)

2

Assessment Rubrics (AR)**Assessment Task**

1a. Presentation of the Individual Application Paper

Criterion

Verbal and non-verbal skills in presentation; clarity of the main ideas; quality of analysis

Excellent (A+, A, A-)

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.

Good (B+, B, B-)

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.

Fair (C+, C, C-)

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.

Marginal (D)

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.

Failure (F)

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.

Assessment Task

1b. Written work of Individual Application Paper

Criterion

Ability in applying HRM/OB concepts to a real life workplace situation

Excellent (A+, A, A-)

Students could clearly and appropriately apply HRM/OB concepts to a real life workplace situation.

Good (B+, B, B-)

Students could mostly apply HRM/OB concepts to a real life workplace situation in a clear and appropriate manner.

Fair (C+, C, C-)

Students could fairly apply HRM/OB concepts to a real life workplace situation in a clear and appropriate manner.

Marginal (D)

Students in some instances inappropriately apply HRM/OB concept to a real life workplace situation.

Failure (F)

Students in most instances inappropriately apply HRM/OB concepts to a real life workplace situation.

Assessment Task

In-class discussion

Criterion

Preparing for classes; contributing meaningful ideas in the class; asking questions; punctuality in attending classes

Excellent (A+, A, A-)

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.

Good (B+, B, B-)

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.

Fair (C+, C, C-)

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.

Marginal (D)

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.

Failure (F)

Not attending 70% of classes and lack of participation in class.

Assessment Task

Final Examination

Criterion

Ability to understand, analyze, and apply key concepts learnt in the course to solve organizational issues

Excellent (A+, A, A-)

Strong evidence of original thinking; good organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

Good (B+, B, B-)

Evidence of grasp of subject, some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with the subject matter.

Fair (C+, C, C-)

Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.

Marginal (D)

Sufficient familiarity with the subject matter to enable the student to progress.

Failure (F)

Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature.

Part III Other Information

Keyword Syllabus

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.

Reading List

Compulsory Readings

Title	
1	Robbins, S. P., & Judge, T. A. (2018). Essentials of organizational behavior. New York: Pearson.
2	Tsui, A. P., & Lai, K. T. (Eds.) (2009). Professional Practices of Human Resource Management in Hong Kong, 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). Managing human resources. England: Pearson Education Limited.

Additional Readings

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