

# MGT3306: ORGANIZATIONAL BEHAVIOR AND HUMAN RESOURCES MANAGEMENT

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## Effective Term

Semester A 2025/26

## 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	Apply 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.

### Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture	Students will learn the concepts and theories in HRM & OB with the use of lectures.	1, 2, 3

2	Tutorial Discussion	Students will engage in hands-on activities and interactive problem solving tools, such as simulated exercises, case studies and/or discussion on journal articles.	2, 3, 4, 5	
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**Assessment Tasks / Activities (ATs)**

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
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	This critical analysis of AI-generated responses together with the comparative analysis of peer responses with AI-generated responses will enhance student learning experience by improving their critical thinking and evaluative skills which are essential in the real world.	Yes
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	This critical analysis of AI-generated responses together with the comparative analysis of peer responses with AI-generated responses will enhance student learning experience by improving their critical thinking and evaluative skills which are essential in the real world.	Yes

**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; ability to critically analyse GenAI responses.

**Excellent (A+, A, A-)**

Students could clearly and appropriately apply HRM/OB concepts to a real-life workplace situation. An excellent critical analysis of GenAI responses is provided.

**Good (B+, B, B-)**

Students could mostly apply HRM/OB concepts to a real-life workplace situation in a clear and appropriate manner. A good critical analysis of GenAI responses is provided.

**Fair (C+, C, C-)**

Students could fairly apply HRM/OB concepts to a real-life workplace situation in a clear and appropriate manner. An analysis of GenAI responses is provided.

**Marginal (D)**

Students in some instances inappropriately apply HRM/OB concept to a real-life workplace situation. Inadequate analysis of GenAI responses is provided.

**Failure (F)**

Students in most instances inappropriately apply HRM/OB concepts to a real-life workplace situation. No or very little analysis of GenAI responses is provided.

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**Assessment Task**

2. In-class discussion

**Criterion**

Preparing for classes; contributing meaningful ideas in the class; asking questions; punctuality in attending classes; ability to critically analyse GenAI responses.

**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. An excellent critical analysis of GenAI responses is provided.

**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. A good critical analysis of GenAI responses is provided.

**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. An analysis of GenAI responses is provided.

**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. No or very little analysis of GenAI responses is provided.

**Failure (F)**

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

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**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. Essentials of organizational behavior (latest version), New York: Pearson.
2	Tsui, A. P., & Lai, K. T. (Eds.). Professional Practices of Human Resource Management in Hong Kong (latest version), Hong Kong: Hong Kong University Press.
3	Gomez-Mejia, L.R, Balkin, D. B., & Cardy, R. L. Managing human resources (latest version), 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.