THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Social Science Education (Honours) (Greater China Studies)
Programme QF Level	: 5
Course Title	: Organisational Behaviour
Course Code	: GCS3024
Department	: Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 3

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

Human Resources Professionals require the necessary understanding of the exchanges that take place between individuals in the workplace. This course aims to ensure that students are familiar with the nature of organisations, their structures, processes and working environments, and particularly the specific characteristics of public and private organisations. It enables students to understand some of the key concepts and theories in organisational behavior; and analyze the implications of organisational behavior for public and private sector management.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

$CILO_1$ Critically understand individual and group behaviour, and appreciate the implications of organisational behaviour on the process of management

$CILO_2$ Identify and explain the basic elements of organisational structure and evaluate their impact on employees

$CILO_3$ Build and appraise the suitability of different leadership styles and conflict management strategies used in organisations

$CILO_4$ Develop the awareness and understanding of organisational change and culture that influences the working relationships within organisations and summarize its impacts and develop research, presentation and writing skills

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Features and development of organisational behaviour in an organization.	$CILO_1$	➢ Lectures: Presentation and discussion of the frameworks, concepts, practices and synthesis of key references. ➢ Group assignment – Sector analysis.
Managing workplace motivation.	$CILO_{2,4}$	➢ Seminars: Students present case relevant to current communication management issues, topics and scenarios.
Managing group and team, power, conflicts, group decision making, and leadership.	$CILO_{3,4}$	➢ Presentations: Comparing and contrasting different policy approaches in promoting more socially cohesive and politically stable society.
Organisational change and development: models and techniques.	$CILO_{1-4}$	➢ Mid-term quiz. ➢ Web and library search. ➢ Reading lecture notes and key references.

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
(a) Research, Write Up and Presentation • Research, write up and presentation of Group Assignment. Students will work as a member of a small group / team to develop answers / perspectives on assigned projects imbued with sufficient flexibility to facilitate creative student adaptation; locate relevant information; evaluate, organise & synthesize materials; present ideas to the class in a clear, concise; and stimulating way; engage with classmates in answering questions and discussing presentation topics. Students will then be required to compose a group essay approximately 1,500 to 2,500 words based on their group presentation. This supports to appraise the student's analytic and interpretive ability to apply relevant theories, concepts, and skills to the issue of Organisation Behaviour.	40%	$CILO_{1,2}$
(b) Class Discussion / Participation • Students are expected to study relevant readings before s/he attends the classes and must participate actively in the discussion (in-class or online).	20%	$CILO_{1,4}$
(c) Quiz • Students will have to face a short test. This supports to appraise the student's understanding and actual transfer of learning.	40%	$CILO_{1-4}$

5. **Required Text(s)**

   McShane, S. L. (2010). *Organizational behavior: emerging knowledge and practice for the real world* (5th edition). Boston: McGraw-Hill.

6. **Recommended Readings**

   Anderson, D. L. (2010) *Organization development: The process of leading organizational change*. Thousand Oaks, Calif.: Sage Publication.

   Bowditch, J. L., Buono, A. F., & Stewart, M.M. (2008) *A primer on organizational behavior* (7th ed.). Hoboken, N.J.: Wiley.

   Colquitt, J. A., Lepine, J. A., & Wesson, M. J. (2009) *Organizational behavior: Improving performance and commitment in the workplace*. New York: McGraw-Hill/Irwin.

   Cummings, T. G., & Worley, C. G. (2009) *Organization development and change* (9th ed.). Mason, Ohio: Thomson/South-Western.

Drucker, P. F., & Maciariello, J. A. (2008) *Management* (revised ed.). New York: Collins.

Greenberg, J. (2010). *Managing behavior in organizations* (5th ed.). Boston: Prentice Hall.

Hatch, MJ. & Cunliffe, AL. (2013) *Organization Theory* (3rd ed.), Oxford Uni Press.

Huczynski, A. and Buchanan, DA. (2013) *Organisational Behaviour* (8th ed.), Pearson.

Jackson, J. C. (2006). *Organization development: The human and social dynamics of organizational change*. Lanham, Md.: University Press of America.

Kinichi, A. & Fugate, M. (2017). *Loose Leaf for Organizational Behavior: A Practical, Problem-Solving Approach* (2nd ed.), McGraw-Hill Education.

Osland, J. S., Turner, M. E., Kolb, D. A., & Rubin, I. M. (2007) *Organizational behavior reader*. Upper Saddle River, NJ: Pearson/Prentice Hall.

Robbins, P. & Judge, A. (2016). *Organizational behavior* (17th ed.), Pearson.

Rothwell, W. J., et al. (2010) *Practicing organization Development: A Guide for leading Change* (3rd ed.) San Francisco, Calif.: Jossey-Bass.

Scandura, A. (2018). *Essentials of Organizational Behavior: An Evidence-Based Approach* (2nd ed.), SAGE Publications, Inc.

Senior, B., & Fleming J. (2006) *Organizational change* (3rd ed.). Harlow: Pearson Education Ltd.

7. Related Web Resources

American Society of Training and Development (http://www.astd.org)

Free Management Library (http://www.managementhelp.org/)

Hong Kong Institute of Human Resource Management (http://www.hkihrm.org)

Hong Kong Productivity Council (http://www.hkpc.org)

OB Web (http://www.obweb.org/)

OD Portal (http://www.odportal.com/)

8. Related Journals

Academy of Management Journal

Academy of Management Review

Journal of Leadership and Organizational Studies

Journal of Organisational Change Management

Journal of Organizational Behavior

Journal of Organizational Behavior Management

Leadership and Organisational Development Journal

Organization Development Journal
Organization Studies

9. **Academic Honesty**

    The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5). Students should familiarize themselves with the Policy.

10. **Others**

    Nil

Last updated: 22 December 2023