

# THE EDUCATION UNIVERSITY OF HONG KONG

## Course Outline

### Part I

<b>Programme Title</b>	: Doctor of Education
<b>Programme QF Level</b>	: 7
<b>Course Title</b>	: Organisational Analysis and Behaviour
<b>Course Code</b>	: PPG8003
<b>Department</b>	: Department of Asian and Policy Studies
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: EMI
<b>Course Level</b>	: 7

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### 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 Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

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

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 particularly in the global context. Upon the completion of this course, students will be able to understand some of the key concepts and theories in organization behavior and analyze the implications of organizational behavior for public and private sector management and profit/non-profit organisations (apart from NGOs, non-profit organisations will include education).

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub>* : Recognise and appreciate the concepts and features of OB and the working environment of an organisation.
- CILO<sub>2</sub>* : Discuss and explain the nature and structure of organisations, the operation of formal and informal sub-systems as well as the organisational culture.
- CILO<sub>3</sub>* : Identify, generalize and evaluate the factors that affect human behaviour and performance in an organisation.
- CILO<sub>4</sub>* : Evaluate the basic concepts and nature of organisational change; compare the different types of organisational change and summarize its impacts.

## 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Nature and development of organisational behaviour in an organisation.	<i>CILO<sub>1</sub></i>	<ul style="list-style-type: none"><li>Lecture, group discussion, case study, literature review.</li></ul>
Individual behaviours in organisations: values, attitudes and perceptions.	<i>CILO<sub>1,2,4</sub></i>	<ul style="list-style-type: none"><li>Lecture, illustration, demonstration, group discussion, case study, literature review, hands-on-practice, online searching, reflection and sharing.</li></ul>
Motivation in the workplace.	<i>CILO<sub>1,2,3,4</sub></i>	<ul style="list-style-type: none"><li>Lecture, illustration, demonstration, group discussion, case study, literature review, hands-on-practice, online searching, reflection and sharing.</li></ul>
Group and team, power, conflicts, group decision making, and leadership.	<i>CILO<sub>1,2</sub></i>	<ul style="list-style-type: none"><li>Lecture, illustration, demonstration, group discussion, case study, literature review, hands-on-practice, online searching, reflection and sharing.</li></ul>

## 4. Assessment

Assessment Tasks	Weighting (%)	CILOs
(a) Individual presentation	40%	<i>CILO<sub>1-4</sub></i>

<p>Students develop answers / perspectives on assigned projects imbued with sufficient flexibility to facilitate creative student adaptation; locate relevant information; evaluate, organise &amp; 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 report of about 1000 words based on his/her 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. They are required to diagnose an organisation with respect to an assigned topic and recommend how to improve the practice of the organisation.</p>		
<p><b>(b) Individual essay</b> Students will have to write an essay of 3,000 words based on the concepts and theories and to analyse an organization as a case study</p>	<p>60%</p>	<p>CILO<sub>1-4</sub></p>

## 5. Required Text(s)

Kinicki, A., & Kreitner, R. (2008). *Organizational behavior: Key Concepts, skills & best practices* (3<sup>rd</sup> ed.). New York: McGraw-Hill.

McShane, S. L. (2010). *Organizational behavior: Emerging knowledge and practice for the real world*. (5<sup>th</sup> ed.). 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* (7<sup>th</sup> ed.). Hoboken, N.J.: Wiley.

Carter, L., Giber, D., & Goldsmith, M. (2001). *Best practices in organization development and change: Culture, leadership, retention, performance, coaching: Case studies, tools, models, research*. San Francisco, CA: Jossey-Bass Publishers; Mass.: Linkage, Inc.

**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* (9<sup>th</sup> 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* (5<sup>th</sup> ed.). Boston: Prentice Hall.

Hofstede, G., & Hofstede, G. J. (2005). *Cultures and organizations: Software of the mind* (revised and expanded 2<sup>nd</sup> ed.). New York: McGraw-Hill.

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

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

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

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

## 7. Related Web Resources

Name of the Web Page	Web Link
American Society of Training and Development	<a href="http://www.astd.org">http://www.astd.org</a>
Free Management Library	<a href="http://www.managementhelp.org/">http://www.managementhelp.org/</a>
Hong Kong Institute of Human Resource Management	<a href="http://www.hkihrm.org">http://www.hkihrm.org</a>
Hong Kong Productivity Council	<a href="http://www.hkpc.org">http://www.hkpc.org</a>
OB Web	<a href="http://www.obweb.org/">http://www.obweb.org/</a>
OD Portal	<a href="http://www.odportal.com/">http://www.odportal.com/</a>

## 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 adopts a zero tolerance policy to plagiarism. For the University's policy on

plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

**10. Others**

Nil

*Updated as of 22 April 2020*