The Education University of Hong Kong

Course Outline

Part I

<table>
<thead>
<tr>
<th>Programme Title</th>
<th>Executive Master of Arts in International Educational Leadership and Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme QF Level</td>
<td>6</td>
</tr>
<tr>
<td>Course Title</td>
<td>Organizational Behavior</td>
</tr>
<tr>
<td>Course code</td>
<td>EDA6047</td>
</tr>
<tr>
<td>Department</td>
<td>Education Policy and Leadership, Faculty of Education and Human Development</td>
</tr>
<tr>
<td>Credit Points</td>
<td>3.0</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>39</td>
</tr>
<tr>
<td>Pre-requisite(s)</td>
<td>Nil</td>
</tr>
<tr>
<td>(If applicable)</td>
<td></td>
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<tr>
<td>Medium of Instruction</td>
<td>English</td>
</tr>
<tr>
<td>Course Level</td>
<td>6</td>
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</tbody>
</table>

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

The course will provide you with an analytical background to the study of educational management and administration from a systems and organizational perspective. Organizational dynamics considers human behaviour and learning within organizations and their implications for leadership. Many examples used in this course are taken from corporate contexts; however, the themes, concepts, and theories may be applied to schools, which are complex formal organizations. Instructional activities are designed to help you consider how to apply organizational and behavioural theories to your own organizational contexts.

2. Course Intended Learning Outcomes (CILOs)

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

CILO₁ Understand the impact of individual, group, organizational and environmental factors on people and organizations.
CILO₂ Devise strategies for managing people, tasks, and processes to achieve desired organizational outcomes.
CILO₃ Apply theories of human and organizational behavior in developing the solution of important organizational problems.
CILO₄ Develop insight into how personality, values and motivation shape leadership, behavior and career progress.
CILO₅ Refine your skills in decision-making, problem-solving, communication and team leadership.
CILO 6 Develop an appreciation of diversity and its impact on organizational behavior and management.

3. Content, CILOs and Teaching & Learning Activities

<table>
<thead>
<tr>
<th>Course Content</th>
<th>CILOs</th>
<th>Suggested Teaching &amp; Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Personality Type</strong></td>
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<tr>
<td>This theme explores personality type (P-type) theory and its implications for organizational leadership. At the end of this unit, participants should be able to answer the following question: How might P-Type be utilized to resolve organizational problems?</td>
<td>CILO₁ CILO₄</td>
<td>Narrated presentations; Video cases; Meyers-Briggs P-Type inventory; Relate P-type to personal preferences and leadership competencies; Mini case analyses</td>
</tr>
<tr>
<td>Lesson 1 focuses on developing understanding of Personality and Leadership. In this lesson, students will be asked to take a P-Type self-assessment in order to reflect on their own P-Type and implications for their leadership style.</td>
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<tr>
<td>In lesson 2, the relationship between P-Types and motivation in organizations will be developed through online lectures and through participants’ responses to illustrative video clips and mini-case studies.</td>
<td>CILO₃ CILO₆</td>
<td></td>
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<tr>
<td><strong>B. Values and Attitudes</strong></td>
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<tr>
<td>This theme explores the relationship between personal and organizational values.</td>
<td>CILO₁ CILO₄</td>
<td>Narrated presentations; Video exemplars; Mini cases; Reflection activities; Writing on beliefs, values &amp; leadership</td>
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<tr>
<td>Lesson 3 engages with concepts such as value content and value intensity, sources of motivation, types of values, the impact of values and P-type on leadership. The lesson provides several brief video cases to illustrate the needs and motivators relevant to the</td>
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various P-types. It provides examples of changing educational goals in Hong Kong and Thailand and examines how school leaders can use values to achieve goals. By the end of the lesson, you will be able to resolve organizational problems by applying your understanding of P-Type.

Lesson 4 This unit explores the distinction between values and attitudes. It describes the affective, cognitive, and behavioral components of attitudes. By recognizing the importance of changing attitudes in leading schools, this unit reviews evidenced-based persuasion strategies that help to change the attitudes of others.

### C. Motivation Theory & Reward

This unit focuses on ways in which motivation shapes human behavior and career progress within organizations, and offers a comprehensive review of classical motivation theories. By completing this unit of study, participants will (a) learn to apply different theoretical models to analyze human motivation, (b) identify individual and group needs, and strategies to address these needs, and (c) predict the impact of a motivation strategy on an individual or group. Participants will be asked to consider various theories of motivation, and to develop their own understanding by applying theory to various cases, and to their own organizations.

Lesson 5 defines motivation, distinguishes between intrinsic and extrinsic motivators, applies theories of motivation and analyzes the relationship between motivation and job satisfaction. Participants analyze the impact on motivation of a leader from their own (former) context.

<table>
<thead>
<tr>
<th>CILO₁</th>
<th>CILO₂</th>
<th>CILO₃</th>
<th>CILO₄</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrated presentations;</td>
<td>Application of theory to a video case;</td>
<td>Analysis of leaders’ impact on motivation;</td>
<td>Identify managerial and individual strategies for increasing motivation in own context</td>
</tr>
</tbody>
</table>
Lesson 6 This unit focuses on pay and motivation and applies motivation theories into analyzing the relationship between pay and job satisfaction, and that between pay and performance. Drawing on more recent research findings, this unit brings out a critical perspective into looking the relationship between pay and job satisfaction, and that between pay and performance.

<table>
<thead>
<tr>
<th>CILO2</th>
<th>CILO3</th>
<th>CILO4</th>
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D. Work Design and Job Crafting

This theme further explores motivation by examining the relationship between work and people. The first lesson introduces the classical perspective of how work characteristics influence individual satisfaction and performance, whereas the second lesson introduces an emerging perspective of how individual organizational members can initiate fruitful changes to their work role.

Lesson 7 introduces work design theories and explains how we can motivate people through understanding and redesigning work. Participants evaluate their own work characteristics and analyze the impact of work characteristics on their motivation and satisfaction.

Lesson 8 takes into account the changing context of work, and examines the process of how individuals initiate positive changes to their own formal work roles to make their jobs more engaging and fulfilling. Participants apply the job crafting strategies and analyze how personal, group, and organizational factors may affect the process.

<table>
<thead>
<tr>
<th>CILO1</th>
<th>CILO2</th>
</tr>
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<tbody>
<tr>
<td>CILO4</td>
<td>CILO5</td>
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| CILO2 | CILO3 |

E. Creativity and Innovation

This theme introduces the concepts of creativity and innovation, and major theories that explain the development of innovation in organizations. It defines

| Narrated presentations; |
| Readings; |
| Video exemplars; |
| Application of theory to video cases; |
| Self-assessment of work characteristics; |
| Identify and exercise crafting potential in one’s work and leadership roles to improve satisfaction and performance. |
different types of creativity and innovation, and analyzes creativity and innovation from individual, group, organizational, and cultural perspectives. It also explores ways of promoting creativity and innovation at multiple levels. This theme invites course participants to reflect on teacher innovation and factors that give rise to teacher innovation in schools.

Lesson 9 defines innovation and creativity, discusses why innovation is important for schools, and introduces the componential theory that explains the development of innovation from individual perspectives.

Lesson 10 explores innovation from team and organizational perspectives. It reviews how group orientation, team composition, leadership styles, and organizational strategies facilitate innovation in organizations.

Lesson 11 examines how culture underpins creativity and innovation process. It suggests that extant knowledge regarding what promotes creativity and innovation need to be carefully reconsidered when applying them to different cultural contexts. This unit also invites participants to reflect on the implications of their own cultural contexts for creativity and innovation.

4. Assessment

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Weighting (%)</th>
<th>CILO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connection Activities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are expected to <strong>participate in at least 4 different Forum ‘conversations’</strong>.</td>
<td>20%</td>
<td>All</td>
</tr>
<tr>
<td>There are a number of questions posed in the lessons</td>
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</table>
designed to encourage the exchange of views and experiences among members of the class on the application of key concepts. Please see the assessment rubric, in advance, so that you are clear about our expectations. Note that this rubric is used throughout all courses in the IELC.

<table>
<thead>
<tr>
<th>Summative Assessment I:</th>
<th>35%</th>
<th>All, particular focus on:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners choose <strong>one</strong> of:</td>
<td></td>
<td>CILOs1, 2, 5</td>
</tr>
<tr>
<td>Analysis of 4 mini cases on P-type Theory, <strong>or</strong></td>
<td></td>
<td>CILOs1, 2, 5</td>
</tr>
<tr>
<td>Critical analysis of a compensation system</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Summative Assessment II:</th>
<th>45%</th>
<th>All, particular focus on:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners choose <strong>one</strong> of:</td>
<td></td>
<td>CILO1, 2, 3, 6</td>
</tr>
<tr>
<td>Reflective Essay: Job Crafting in Context, <strong>or</strong></td>
<td></td>
<td>CILO1, 5, 6</td>
</tr>
<tr>
<td>A case study of Teacher Innovation</td>
<td></td>
<td>CILO1, 2, 3, 6</td>
</tr>
</tbody>
</table>

5. **Required Text(s)**

*Nil*

6. **Recommended Readings**

Students select readings based on areas of interest and selected summative assessments.

**A. The Leader and Personality Type**

*Recommended Readings:*


For Further Inquiry:
P-Type and cross-cultural leadership

P-Type and management

P-Type and teamwork

P-Type and leadership

P-Type, Conflict & Innovation

B. Values & Attitudes

Recommended


For Further Inquiry


C. Motivation theory

Recommended Readings:


For Further Inquiry:

Motivation


**Goal Orientation Theory**


**Pay and Motivation**


**D. Work Design and Job Crafting**

*Recommended Readings:*


**For Further Inquiry:**

**Work Design Theory**


Tichy, N. M. (1976). When does work restructuring work? Organizational innovations at Volvo and GM. *Organizational Dynamics, 5*(1), 63-80.

**Job Crafting Theory**


**E. Creativity and Innovation**

**Recommended Readings:**


**For further inquiry:**

7. **Related Web Resources**


8. **Related Journals**

Nil

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