

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Master of Public Policy and Management
Programme QF Level	: 6
Course Title	: Organisational Behaviour and Development
Course Code	: PPG6013
Department/Unit	: Department of Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 6

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"):

- 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 Asian context. It enables students to understand some of the key concepts and theories in organisational behavior; and analyse the implications of organisational behavior for public and private sector management. This course lays the foundation for the understanding of human behaviour in organisations, providing students with a comprehensive exposure to organisational behaviour theories, research and workplace issues illustrated with case studies and examples primarily within an Asian context.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁* : Recognise and appreciate the concepts and features of OB and the working environment of an organisation.
- CILO₂* : Discuss and explain the nature and structure of organisations, the operation of formal and informal sub-systems as well as the organisational culture.
- CILO₃* : Identify, generalize and evaluate the factors that affect human behaviour and performance in an organisation.
- CILO₄* : 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>CILO₁</i>	Lecture, group discussion, case study, literature review.
Individual behaviours in organisations: values, attitudes and perceptions.	<i>CILO_{1,2,4}</i>	Lecture, illustration, demonstration, group discussion, case study, literature review, hands-on-practice, online searching, reflection and sharing.
Motivation in the workplace.	<i>CILO_{1,2,3,4}</i>	Lecture, illustration, demonstration, group discussion, case study, literature review, hands-on-practice, online searching, reflection and sharing.
Group and team, power, conflicts, group decision making, and leadership.	<i>CILO_{1,2}</i>	Lecture, illustration, demonstration, group discussion, case study, literature review, hands-on-practice, online searching, reflection and sharing.

4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p>(a) Group Project</p> <p>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 3,000 word 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. They are required to diagnose an organisation with respect to an assigned topic and recommend how to improve the practice of the organisation.</p>	40%	<i>CILO_{1,2,3,4}</i>
<p>(b) Class Discussion/Participation and Case Study</p> <p>Students are expected to read relevant readings before s/he attends the seminars and must participate actively in the discussion.</p> <p>Students will work in groups to present the case study. The case study will be deliberated in class in which the context, the actors and participants, and the issues/problems/ challenges and opportunities should be addressed. Each presentation should include several features, such as - (1) briefly review the facts of the case; (2) expose the theoretical elements and framework associated with the case; (3) present the recommendations and/or strategy developed and their potential implications; (4) engage in a discussion with the rest of the class.</p>	20%	<i>CILO_{1,4}</i>
<p>(c) Quiz</p> <p>Students will have to face a short test at end. This supports to appraise the student's understanding and actual transfer of learning.</p>	40%	<i>CILO_{1,2,3,4}</i>

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

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

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

7. 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.

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* (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.

Hofstede, G., & Hofstede, G. J. (2005). *Cultures and organizations: Software of the mind* (revised and expanded 2nd 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* (3rd ed.). San Francisco, Calif.: Jossey-Bass.

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

8. Related Web Resources

- American Society of Training and Development (<https://astdnefl.org/>)
- Free Management Library (<https://management.org/index.html>)
- 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/>)

9. 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

10. 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.

11. Others

Nil

Updated as of 16 July 2025