

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
(a) Group Assessment Tasks i. Group Presentation (15%) Students will work as a member of a small group/team to develop answers/perspectives (approximately 4 - 6 students per group) on assigned projects imbued with sufficient flexibility to facilitate creative student adaptation; locate relevant information; evaluate, organise and synthesize materials; present ideas to the class in a clear, concise; and stimulating way; engage with classmates in answering questions and discussing presentation topics. ii. Group Essay/Report (25%) After the group presentation, students in the same group/team will then be required to compose a group essay of approximately 3,000 words based on their group presentation. This supports appraising the student's analytic and interpretive ability to apply relevant theories, concepts, and skills to the issue of Organisational Behaviour. They are required to diagnose an organisation with respect to an assigned topic and recommend how to improve the practice of the organisation.	40%	<i>CILO_{1,2,3,4}</i>
(b) Class Discussion/Participation Students are expected to read relevant readings before s/he attends the seminars and must participate actively in the class discussion.	10%	<i>CILO_{1,4}</i>
(c) Quiz Students will have to face a short test at end. This supports to appraise the student's understanding and actual transfer of learning.	50%	<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., & Fugate, M. (2012). *Organizational behavior : key concepts, skills & best practices* (5th ed.). McGraw-Hill Irwin.

McShane, S.L. & Von Glinow, M.A. (2026). *Organizational behavior: emerging knowledge. Global reality*. 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.

Butakhieo, N., Rawat, S., Vyas, A., & Vyas, L. (2026). Healthcare Professionals' Work Motivation in Crisis Settings: A Mixed-Methods Study from India. *Public Administration and Development*. Ahead-of-print.
<https://doi.org/10.1002/pad.70077>

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.

Fuller, C. P. (2015). *Organizational Culture: Leadership Strategies, Outcomes and Effectiveness (Business Issues, Competition and Entrepreneurship)*. Nova Science Pub Inc.

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

Hughes, M. (2018). *Managing and Leading Organizational Change* (1st ed.). Routledge.

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

Neck, C. P., Houghton, J. D., & Murray, E. L. (2024). *Organizational behavior : a skill-building approach* (Third edition.). SAGE Publications, Inc.

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

Robbins, S. P., & Judge, T. (2025). *Organizational behavior* (Nineteenth edition, Global edition.). Pearson Education Limited.

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

Robbins, Judge, & Judge, Tim. (2017). *Organizational behavior* (17th Edition.).

Pearson

Senior, B., & Swailes, S. (2016). *Organizational Change (5th Edition)* (5th ed.). Pearson.

Vyas, A., Butakhieo, N., & Vyas, L. (2024). Consequences of the Pandemic on Mental Health of Healthcare Workers in the NHS. *Behavioral Sciences*, 14(12), 1208. <https://doi.org/10.3390/bs14121208>

Vyas, L. (2022). “New normal” at work in a post-COVID world: work–life balance and labor markets. *Policy and Society*, 41(1), 155-167. <https://doi.org/10.1093/polsoc/puab011>

Vyas, L., & Wu, A. M. (2020). Anti-Corruption Policy: China’s Tiger Hunt and India’s Demonetization. *International Journal of Public Administration*, 43(11), 1000–1011. <https://doi.org/10.1080/01900692.2020.1739071>

Wu, A. M., Yan, Y., & Vyas, L. (2020). Public sector innovation, e-government, and anticorruption in China and India: Insights from civil servants. *Australian Journal of Public Administration*, 79(3), 370-385. <https://doi.org/10.1111/1467-8500.12439>

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 (<https://ob.aom.org/home>)

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 11 August 2026