MGMT 2110 – Organizational Behavior

School:	**School of Business and Management**
Subject Area:	**Management**
Course Credit:	**3**
Instructor:	**NG Ka Man**
Pre-requisite/co-requisite:	**Nil**

Notes:

- The syllabi provided here is for reference only and may be subject to changes and adjustments as determined by the course instructors.

MGMT 2110: Organizational Behavior
Fall 2024
Department of Management
School of Business and Management
The Hong Kong University of Science and Technology

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Office hours:	By appointment	
Course website:	http://canvas.ust.hk/	

Class Meetings:
L1   TuTh 9:00AM - 10:20AM   Rm 2304, Lift 17-18 (76)
L2   TuTh 10:30AM - 11:50AM   Rm 2304, Lift 17-18 (76)
* Attend the section that you are officially enrolled in.

Course Overview

This is an introductory course to organizational behavior (OB) – the field of study that investigates how individuals, groups, and organizational characteristics affect human behaviors and organizational effectiveness.

We live in an organizational world. To succeed in your careers and to help your organizations succeed, you have to understand how employees and managers behave and why they behave the way they do. This course will help by covering a wide variety of OB topics such as perception and decision making, motivation, team dynamics, leadership, and power and influence. While this course will not turn you into OB experts right away, it should lay a good foundation to help you become more effective and satisfied organizational members.

Course Objectives

1. To demonstrate your understanding of major concepts and theories in OB.
2. To analyze management issues at the individual, team and organizational levels critically and creatively.
    a. Being critical refers to the application of OB theories to solving organizational problems in a manner that shows your awareness of (i) exactly how the theory of your choice applies to the issue being analyzed and (ii) the risks and benefits associated with each solution suggested.
    b. Being creative refers to finding solutions to management issues not necessarily referred to in your textbook, as long as such solutions are theoretically justified.
3. To apply concepts and theories in OB learned in this course to solve business problems.
4. To communicate and present your ideas clearly, persuasively, and professionally (through writing, presentations, and discussions).
5. To enhance your personal ability to function effectively in a multicultural settings.
6. To develop an understanding of personal strengths and weaknesses in organizational contexts.

Course Materials

Textbook
Robbins, Stephen P., & Judge, Timothy A. 2023. Organizational Behavior, 19th edition (Global edition). Harlow, Essex, England: Pearson Education Limited.
- E-book and limited hard copies (3-day loan) are available from the Library Course Reserve (under MGMT2110).

Additional resources
Lecture notes will be available for download from course website. These are outlines and not meant to replace the textbook and your own note-taking. Additional handouts will be distributed on the course website or in class as needed.

Course Format and Our Mutual Responsibilities

Class time will be divided between lectures, experiential exercises, videos, case analyses, discussions, and student presentations. It will take our collective efforts – yours and mine – to make this course interesting, challenging, thought provoking, interactive, and fun!

Your responsibilities are to:
- Read the assigned materials before class
- Be an attentive listener and active participant in class discussions and exercises
- Complete assignments as scheduled with integrity
- Contribute your fair share in group assignments

In turn, I pledge to:
- Deliver teaching materials in clear and organized ways
- Lead and facilitate meaningful class discussions
- Treat each student with respect
- Evaluate your performance fairly

Class Norms

- Come to class on time. If you are late, please ensure minimal disturbance to the class when you walk in.
- Turn off the ringer of your mobile phones and pagers.
- Listen attentively and participate actively to contribute to the classroom learning environment.

Performance Evaluation

Assessment	Percentage of grade	Learning goal assessed (See last page for the list of learning goals)
Examination I	20%	1, 2, 3, 4
Examination II	28%	1, 2, 3, 4
Team project		
Written reports	15%	1, 2, 3, 4, 5, 6, 8, 9
(Project Plan: 2%; Progress Report: 4%; Final Report: 9%)		
Oral assessment	15%	1, 2, 3, 4, 5, 6, 8, 9
Class participation	16%	1, 2, 3, 4, 6, 8
Research participation	6%	4, 8, 9
Total	100%	

Distribution of course grades will be based on the following school guidelines.

Grade	Level of Achievement
A+, A, A-	Excellent performance
B+, B, B-	Good performance
C+, C, C-	Satisfactory performance
D	Marginal pass
F	Fail

Email policy

We usually receive a huge amount of emails before exams and submission deadlines. Please allow 48 hours to reply your email. Last-minute questions that are sent less than 48 hours before exams or submission deadlines might not be responded as priorities will be given to students who send their emails earlier.

Grade appeal

If you disagree with the evaluation of your performance on any exam and assignment, you may submit a grade appeal. Your appeal will only be considered if you submit a written rebuttal to me within one week of receiving the grade. In the rebuttal, you should detail the reasons why you believe your grade should be revised. A grade review will be completed within one week, which may result in a grade increase, grade decrease, or no change.

Student Feedback

I welcome feedback on my teaching throughout the semester. You are encouraged to contact me or Becky any time you have questions, concerns, suggestions, or would like to ask for advice.

Academic Integrity

Academic integrity is a critical value of the university community. You are expected to uphold the HKUST Academic Honor Code and show the highest level of integrity and honesty in the work you do. We have absolutely no tolerance for cheating – cheating in exams, copying other people's work without proper citation and acknowledgment, allowing others to copy your work, putting down others' names on class exercises, using other students' *iPRS handset*, and any other form of academic dishonesty.

Refer to https://registry.hkust.edu.hk/resource-library/academic-standards for information on university regulations regarding academic integrity. Remember, two cases of ethical misconduct will get you dismissed from the university automatically.

Accommodations for Students with Disabilities

We would like to provide appropriate accommodations for students with disabilities. Students with disabilities who need special accommodation should inform instructor or IA of their needs at the beginning of the semester so that appropriate accommodations can be provided.

COURSE SCHEDULE L1 & L2 (Tuesdays & Thursdays)

Week	Date	Topic	Readings	Notes / Assignments Due
1	Sept 3	Topic 1: Introduction	Ch. 1	
	Sept 5	Topic 2: Personality and Values	Ch. 5	Initial team member list available on Sept 9. Arrange Team Project Meeting with team members to discuss project topic. Feel free to consult Instructor & IA if there are questions.
2	Sept 10	Topic 3: Attitudes & Job Satisfaction	Ch. 3	
	Sept 12	Topic 4: Emotions and moods	Ch. 4, 18	Finalized team member list after Sept 16 add/drop deadline
3	Sept 17	Topic 5: Motivation I	Ch. 7, 8	
	Sept 19	Topic 5: Motivation II	Ch. 7, 8	Submit (i) Team Introduction & (ii) Research Project Plan by Sept 22, 5pm
4	Sept 24	Catch-up & Exam Review		
	Sept 26	Library Workshop: Using Library Databases effectively		Preparation – Watch 7 pre-library workshop videos: "Search Smart" Series Location: Library LG1 E-Learning Classrooms A and B
5	Oct 1	*Holiday: The National Day*		
	Oct 2	**Exam I: 18:00-21:00 (2-hour exam; the exact starting and ending time to be confirmed, depending on the room constraints)** Location: CYTLTL		
	Oct 3	**No Regular Class**		Group project – Peer evaluation I Team project progress report due by Oct 6, 11:59pm
6	Oct 8	Topic 6: Perception	Ch. 6	
	Oct 10	Topic 7: Decision Making	Ch. 6	
7	Oct 15	Topic 8: Team dynamics I	Ch. 9, 10	
	Oct 17	Topic 8: Team dynamics II	Ch. 9, 10	
8	Oct 22	Team Project Consultation		Location: Library LG1 E-Learning Classrooms A and B, & Tutorial Space
	Oct 24	Topic 9: Communication I	Ch. 11	
9	Oct 29	Team Project Consultation [optional]		Email your IA and instructor to schedule an appointment by Oct 25, 5pm Location: TBC
	Oct 31	Topic 9: Communication I	Ch. 11	
10	Nov 5	Topic 10: Conflict & negotiation I	Ch. 14	
	Nov 7	Topic 10: Conflict & negotiation II	Ch. 14	
11	Nov 12	Topic 11: Leadership, Power & Influence	Ch. 12, 13	Team project –Final report due Nov 12, 8:59am
	Nov 14	Team Project: Oral Assessment		
12	Nov 19	Team Project: Oral Assessment		
	Nov 21	Team Project: Oral Assessment		
13	Nov 26	Team Project: Oral Assessment		
	Nov 28	Catch-up & Exam Review		
	Dec 2-7	Study Break		
	Dec 9 - 20	**Exam II: date, time & location TBA**		Group project – Peer evaluation II
Enjoy your Winter Break! See you in Spring!				

* The syllabus maybe revised as needed.

Learning Goals

The following are the learning goals for the Department of Management. Goals addressed in this course are marked with *.

1. Goal: Graduates will be critical and creative thinkers who make effective decisions supported by analytical and quantitative techniques.*

2. Goal: Graduates will be effective communicators in oral and written English and Chinese for general business applications.*

3. Goal: Graduates will have broad understanding of the core business functions and integrate these functions to solve business problems.*

4. Goal: Graduates will have in-depth grasp of their area of business concentration or major.*

5. Goal: Graduates will be effective team members and leaders.*

6. Goal: Graduates will be effective in multi-cultural and international settings.*

7. Goal: Graduates will be effective users of information technology in business applications.

8. Goal: Graduates will understand their professional and ethical responsibility.*

9. Goal: Graduates will be life-long learners who have an inquiring mind characterized by a love for learning, curiosity, a critical spirit and self-monitoring of their own learning.

Performance Evaluation: Assessments & Assignments

Examinations

There will be two exams in this course. Exam 1 will cover Topics 1-5. Exam 2 will focus on Topics 6-11, but will also touch on Topics 1-6. The exams focus on the understanding and application of key OB concepts. All course materials – assigned readings, lectures, videos, class exercises, class discussions – are subjected to examination.

A make-up exam will only be granted if your absence is due to extraordinary circumstances beyond your control, such as medical emergencies. Appropriate documentation is required in order to be considered for a make-up exam. The make-up exam, if granted, might be different from the regular exam.

Team Introduction Card   *Due: September 22 by 5pm*

To enrich your team learning experience, your IA and I will help to form teams for you. There will be about 9 – 12 groups per class. We aim to have around six members per team. Your IA will email you an initial group list by September 9. The list will be finalized after the add/drop deadline.

I encourage you to meet with your team members as soon as you have received your initial team information. The meeting gives you a chance to get to know each other and establish common grounds for the teamwork ahead, and start considering the project topic. You should find out each other's personality, strengths, schedules, working styles, etc. and discuss important team issues such as team objectives and expectations, decision-making and problem solving processes, and team norms.

To help me get to know you and to facilitate project work, please prepare a team introduction card/poster in pdf format. Please include a recent picture, basic information including your <u>name</u> and <u>student ID</u>, and other personal information that you would like to share with us, such as your hobbies, personality, strengths and weaknesses, and your expectations of this course. Don't forget to come up with a name for your team and include your group name in the introduction card/poster. Please also indicate who will be the group leader!

***Note: Make sure that the 'you' in the picture looks like how you are when you come to class!

Team Project

To improve the quality of management, apart from applying theories from textbooks and lectures, sometimes you need to learn how to find out the answer by yourself because textbooks and the lectures only provide you with the background knowledge, you need to learn to further expand and build your knowledge base to manage different situations in the future.

For example, one day, you might be the General Manager of a large hi-tech firm. You want to increase the employees' job motivation and you have the authority to decide their salaries. Do you think the employees' salary would affect their work motivation? If your answer is yes, which salary level (above-market, average, or below-market) would you choose in order to maximize employees' motivation? Indeed, I have no doubt that you will become one of the top-management team members in the future and you may frequently encounter problems like this.

The objective of this project assignment is to let you experience the process of finding the answers by yourself systematically. This project is expected to be complementary to the lectures and textbooks in two ways. First, it will allow you to learn beyond what is written in the textbook. Second, it is designed to improve your critical thinking ability, an important and highly transferable skill.

Each group will come up with your own OB questions that would be relevant to you personally (e.g., how to improve well-being of fellow students, how to promote sustainable behaviors, how to increase prosocial behaviors among students, how to promote exchanges among students from different disciplines, how to enhance the sense of identification toward the University community, etc.). Based on your research questions, you can look into the research literature and come up with a project plan that can help achieve your goal.

You can make predictions or competing predictions with respects to the effects of the independent variables on the dependent variables (e.g., pay level → motivation in the above high-tech example) with clear theories and/or explanations. For example, you may speculate that a lower-than-market salary will make employees feel unjust, and hence decreases their job motivation; alternatively, you may also reason that a lower-than-market salary could motivate employees to make improvement because they want to achieve a better salary.

Here are a few OB-related that might be relevant to you. However, you are welcome to come up with your own ideas. Please make sure that you consult your instructor and IA regarding your project ideas.

OB-related hot topics

1. Improving well-being
2. Promoting sustainable behaviors
3. Understanding the impact of generative AI
4. Facilitating intercultural exchanges

The team project provides a chance for you to be creative and have fun in the learning process. Your team will come up with different project ideas and meet with your team and instructor to narrow down your focal topic. There will be a library workshop for you to learn about the 'basics' of literature review. Your team will (1) complete a progress report, (2) prepare a final report, , and (3) attend an oral assessment. All group members should attend the oral assessment.

Project kickoff meeting & indicate project topic interest   *September 9-21*
To help you make better planning for the project, it is important to start early. Given that this is a required class and there are usually very little changes to the enrollment, please arrange to meet with your instructor and IA as soon as you have the initial group information. The meeting can help you make more informed decision about which topics you might be interested in working. After the meeting, you can narrow down your focus. Each team will have its own focal topic. If there are more than three teams interested in working on the same topic, the latecomers might be asked to choose a different topic. Thus, set your topic early – it is "first come first serve!" Check with your instructor and IA to see whether your team's preferred topic is available and claim your choice soon.

Submit project plan   *Due: September 22, 5pm*
After picking your topic, you should start thinking about how to carry out the project to "find out the answer" by yourself. Put together an action plan with your group. You can refer to the research plan template on canvas. Submit your research plan on or before September 22, 5pm. Submit the research plan online through Canvas. You can nominate your team leader or one group member to submit the materials on behalf of the group. Each group should submit only **one** plan. Late assignments will have a 10% point reduction per every 12-hour period after the due time.

Library workshop & team project consultation   *September 26*
A library workshop will be held to equip you with the skills to conduct research review. Note that the library workshop will focus on the technical aspect of the review. To maximize the benefit that you can get from the workshop, make sure that you prepare a list of questions that you have for the librarians ahead of time. You will submit a progress report after the library workshop and have a project consultation meeting to receive specific feedback about the project progress.

Feel free to contact our reference librarian Lester Chan <lblester@ust.hk>, if there are questions about library resources or reference-related questions (e.g., proper reference formatting, proper citation method, APA citation styles, etc.).

Progress report   *Due: October 6, 11:59pm*
Prepare a maximum 2-page report (12-point font, Times New Roman, 1-inch margins, double-spaced, A4 size paper) that summarizes the research plan of your team and what your team has accomplished so far. You can make use of the information from the research plan that you have submitted earlier for this progress report (if appropriate). Submit the progress report online through Canvas. You can nominate your team leader or one group member to submit the materials on behalf of the group. Each group should submit only **one** report. Late assignments will have a 10% point reduction per every 12-hour period after the due time.

In the progress report:
  (1) Indicate which OB area does your project fall under and what your focal topic is. You can discuss why your group chose the topic (e.g., why is it important, why should you or others care), what was your predictions, and what have you found out about this topic thus far.
  (2) Describe how your team plans to work on the project, such as roles, communication, conflict management, and any other significant events in your teamwork. Remember to include a brief section on how you will determine social loafing/free-riding and how you will deal with a team member who does not contribute.
  (3) Include a timeline with specific deadlines for completing the project, to which all team member would be committed.
  (4) At the end of your progress report, you **must** include a List of References that you plan to use in your project. The Reference list should be in APA style, and will not count towards the 4-page limit of the report. Please also make sure that you include the **full abstract of each article** that you have listed.

Assessment rubric

	Poor (0 to 6)	Satisfactory (7 to 14)	Outstanding (15 to 20)
Project plan	The report is not clearly written and does not offer information about the project progress. The group has difficulties articulating the direction of the project. Concepts and terms used are vague and not clearly defined. Proper research tools (e.g. EBSCOhost) and research techniques were not used. The listed articles are not relevant at all; many errors in APA style.	The report is generally clear and provides information about the project. The group states a research direction with some details. Identifies concepts and terms that relate to the project. Uses proper search tools (e.g. EBSCOhost) and search techniques. The listed articles are mostly relevant; the list is formatted in APA style consistently with a few mistakes.	The report is exceptional. It offers comprehensive information about the project. The group presents a very clear and in depth discussion about their project direction. Identifies key concepts and terms that describe the information needs. Uses proper search tools (e.g. EBSCOhost) and search techniques to locate relevant articles. All of the listed articles are relevant; the list is formatted properly in APA style with no mistakes or only a few mistakes.

Final report   *Due: November 12, 8:59am*
Prepare a final written report. The quality of your report is much more important than its quantity. The written report should be about 10 pages long (12-point font, Times New Roman, 1-inch margins, double-spaced, A4 size paper), excluding cover page, reference, and appendices. In the final report, clearly layout the focus of your project and explain how that connects to the research literature in

OB. If there are controversies or contradictions, do say so and present your interpretations. Finally, you should consider the practicality and the feasibility of your project, and other lessons we might learn from your project.

Be transparent if your team have used generative AI in facilitating the project and report writing. In an Appendix, provide detailed information about whether and how generative AI has been used (e.g., provide specific prompts used, include outputs generated). Clarify how the report benefit from the use of generative AI and identify the shortcoming of generative AI. Indicate what aspects of the report are unique and novel that diverge from generative AI. Note that the Appendix would not count toward the page limit. You can include as much information as needed.

The report cover page should include the full name and student ID number of all the group member(s). Submit the final report online through Canvas. You can nominate your team leader or one group member to submit the materials on behalf of the group. Each group should submit only **one** report. Late assignments will have a 10% point reduction per every 12-hour period after the due time.

Assessment rubric

	Poor (0 to 15)	Satisfactory (16 to 35)	Outstanding (36 to 50)
Report	The report is not clearly written or is incomprehensible. Lack supporting information from the research literature.

Appendix materials are not relevant or are disorganized.

The listed articles are not relevant at all, or many errors in in-text citations and reference list, such as they don't match each other. | The report is organized in general. Arguments are clear. Able to draw some information from the literature to support the arguments presented.

Appendix materials are somewhat relevant and fairly organized.

The listed articles are mostly relevant; the list is formatted in APA style consistently with a few mistakes; and almost all in-text citations match reference list. | The report is exceptional. It is well-written, clear, and well-organized. Able to integrate the literature to support the arguments presented. Offer unique insights to the topic.

Appendix materials are relevant and clearly organized.

All of the listed articles are relevant; the list is formatted properly in APA style with no mistakes or only a few very trivial mistakes; and all in-text citations match reference list. |

Project oral assessment   *November 14-26*
Instead of conducting a traditional presentation, each team will attend a 20-minute oral assessment. All members are required to attend the oral assessment. Each team member should get themselves familiar with various aspects of the project and demonstrate their understanding and mastery of knowledge presented in the final report. Each team member should bring their own "name plate" on the date of the oral assessment. If one of the members were unable to attend the oral assessment, the other team members should attend the oral assessment as scheduled. Any member who missed the oral assessment will only be given a make-up if valid proof can be provided (e.g., doctor's note). If a make-up is granted, the member will attend an individual one-on-one make-up oral assessment.

Peer evaluations   *Due: On mid-term & final exam date*
Social loafing grade adjustment policy
We hope that all group members would participate actively in the group work. Occasionally, however, there might be uneven distribution of work in the project. Individual team member's contribution to the team project will be assessed by confidential peer evaluations at the end of the semester. Everyone needs to complete the peer evaluation. Groups with member(s) that receive poor evaluation might be invited to meet with the instructors and the instructional assistant. Individual or

group meeting(s) might be scheduled as appropriate. Any uneven sharing of workload among team members will be reflected in the project grade to ensure fairness.

Free-riding exclusion policy
Free-riding occurs when a group member relies on the other group members to complete group tasks, and does not contribute to group work. If you feel that a member of your group is a free-rider, please respond as follows: (1) address your concerns with that group member as early as possible via email, and copy us on the email, (2) make an agreement about how that person can contribute to the group and notify us of your resolution by email, (3) make an appointment to meet with us if the problem persist, (4) exclude the person from the group work if the issue is not resolved after taking steps 1-3 <u>and</u> inform us about this decision as soon as possible. *The group member will then receive a zero on the group project assignment component. Note that a group member will receive a zero only if steps 1-4 have been followed.*

Class Participation

Participation is valuable as it gives you the opportunity to contribute to the learning in class and to learn from others. Furthermore, we will do many in-class exercises, which is an important aspect of learning organizational behavior. As such, your participation grade will reflect the quality of your contribution to the collective learning environment. You can contribute by actively participating in class discussions, exercises, and group discussions. You can also contribute by giving us feedback and suggestions on class management and teaching-related issues.

Remember, high quality participation requires preparation – having read the assigned materials before class, and attentive listening.

<u>Attendance and Active Participation</u>
Attendance is important for your own learning and for your contribution to the classroom learning environment. However, attendance is only the bare minimum of participation. The majority of your participation grade will come from active classroom participation which includes answering questions in class, asking thoughtful questions about the course material, contributing to classroom discussions in a constructive and respectful manner, and sharing relevant personal experiences. Throughout the course, there are many opportunities to participate in exercises and share. **If you are uncomfortable speaking in class, please schedule to meet with the instructor and the IA immediately to discuss your concerns.**

Research Participation Requirement

Participating in research is a valuable way for you to gain firsthand experience with OB research methods and to learn about the research conducted by HKUST faculty and Ph.D. students. In addition, your involvement in research will help researchers continue to develop state-of-the-art management knowledge, which is ultimately brought back into the classroom. As such, you are expected to participate in 3 sessions (1 hour each) of research-related activities. The research activities will take place outside of class. Specific information (e.g., sign-up method, date, time, location) will be provided later in the semester. Alternative research activities will only be granted by the researchers if you provide advance email notices to the researchers BEFORE their listed deadlines informing them that you will be unable to participate in the research activity.