<table>
<thead>
<tr>
<th>Subject Code</th>
<th>MM612</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Title</td>
<td>Current Issues in Organisational Behaviour</td>
</tr>
<tr>
<td>Credit Value</td>
<td>3</td>
</tr>
<tr>
<td>Level</td>
<td>6</td>
</tr>
<tr>
<td>Normal Duration</td>
<td>1-semester</td>
</tr>
<tr>
<td>Pre-requisite/</td>
<td>None</td>
</tr>
<tr>
<td>Co-requisite/</td>
<td></td>
</tr>
<tr>
<td>Exclusion</td>
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</table>

**Role and Purposes**

This subject contributes to the achievement of the DBA/DMgt outcome by broadening, updating and deepening students’ knowledge of business administration in general (Outcome 1). The subject will inform practitioners OB theory and research at an advanced level. Knowledge gained in this subject will enhance managers’ effectiveness in identifying and solving people management problems.

**Subject Learning Outcomes**

Upon completion of the subject, students will be able to:

a. integrate theories of Organisational Behaviour (OB) and the practice of management;

b. develop analytical and conceptual competencies required of senior executives;

c. respond effectively to current organisational behaviour issues;

d. demonstrate an ability to critique research methodologies and findings in the Organisational Behaviour literature.

**Subject Synopsis/Indicative Syllabus**

- What is Organizational Behavior Theory?
- Personality and Individual Differences
- Cognition & Decision Making
- Leadership
- Emotions
- Prosocial and Antisocial Behavior in Organizations
- Self, Social, and Organizational Identity
- Groups and Teams
- Demography and Diversity

**Teaching/Learning Methodology**

This subject will be taught by seminars. Readings from the academic literature form the basis of class seminars in which theories, methodologies and findings on selected topics will be thoroughly discussed. During each seminar, several articles will be evaluated. For each article, one student will provide a summary of the reading and another student will provide a critique of it. Both presenters of an article should prepare a short written summary of their presentation (around 1-2 pages), and distribute this to all class participants at the beginning of the presentation.

A wide range of research topics are selected and participants will try to deal with the following general questions in relation to the specific topic(s) under discussion:

- What do the research studies tell us about this OB issue?
- To what extent do the studies represent ‘good’ research?
- What are the managerial implications of the research?
- What are the research needs in this field?
### Assessment Methods in Alignment with Intended Learning Outcomes

<table>
<thead>
<tr>
<th>Specific assessment methods/tasks</th>
<th>% weighting</th>
<th>Intended subject learning outcomes to be assessed (Please tick as appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>a.</td>
</tr>
<tr>
<td><strong>Continuous Assessment</strong>*</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>1. Individual presentation</td>
<td>30%</td>
<td>✓</td>
</tr>
<tr>
<td>2. Individual assignment (Research proposal presentation)</td>
<td>30%</td>
<td>✓</td>
</tr>
<tr>
<td>3. Individual assignment (Research proposal written report)</td>
<td>40%</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
<td></td>
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</tbody>
</table>

*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.

To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment component.

**Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:** the various methods are designed to ensure that all students taking this subject –

Journal articles are assigned to course participants. They are required to critique these articles and write a review report. Students are assigned journal articles to read at home. They are then required to prepare written reviews on these articles. They also need to make presentations in class and exchange views regarding conceptual, methodological and managerial issues.

To develop students’ abilities to integrate what OB theories they have learned in class, and more importantly, provide solutions to current people management problems, they are required to work independently to develop a research proposal on a topic related to this course. In doing so, they need to make a presentation in class and prepare a written report to exchange their ideas on the research topic. As a result, examination is excluded in this subject as it cannot help test the critical thinking of the students in developing their research on the topic of Organizational Behavior.

Feedback is given to students immediately following the presentations and all students are invited to join this discussion.

### Student Study Effort Expected

<table>
<thead>
<tr>
<th>Class contact:</th>
<th>30 Hrs.</th>
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</thead>
<tbody>
<tr>
<td>Lectures</td>
<td></td>
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</tbody>
</table>

**Other student study effort:**

<table>
<thead>
<tr>
<th>Preparation for lectures</th>
<th>30 Hrs.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Preparation for assignment / presentation / examination</th>
<th>60 Hrs.</th>
</tr>
</thead>
</table>

Total student study effort

<p>| 120 Hrs. |</p>
<table>
<thead>
<tr>
<th>Reading List and References</th>
<th>Introduction to Organizational Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Reading</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Additional Recommended Reading</strong></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Personality and Individual Differences</strong></th>
<th><strong>Required Reading</strong></th>
</tr>
</thead>
</table>

Judge, T.A., Hurst, C., & Simon, L.S. (2009). Does it pay to be smart, attractive, or confident (or all three?) Relationships among general mental ability, physical attractiveness, core self-evaluations, and income. *Journal of Applied Psychology, 94*: 742-755.

**Additional Recommended Reading**


**Group and Teams**

**Required Reading**


**Additional Recommended Reading**


**Antisocial Behavior in Organizations**

**Required Reading**


**Additional Recommended Reading**


### Citizenship, Performance, and Creativity

#### Required Reading


#### Additional Recommended Reading


#### Justice

#### Required Reading


Additional Recommended Reading


Emotions

Required Reading


Additional Recommended Reading


**Attitudes and Withdrawal**

**Required Readings**


**Additional Recommended Readings**


**Diversity and Culture**

**Required Readings**


**Additional Recommended Readings**


**Leadership**

**Required Readings**


Herman, T., Lam, C., Lawrence, S., & Huang, X. (in press). When my supervisor dislikes you more than me: The effect of dissimilarity in leader-member exchange on coworkers’ interpersonal emotion and perceived help. *Journal of Applied Psychology*.


**Additional Recommended Readings**

