

**Symposium on Engaging Undergraduates in Research And Inquiry:  
A scholarly Dialogue, May 20, 2011, HKUST**

**1. Project/Course title**

<b>MGMT121: Organizational Behavior</b> (Research Project)
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**2. Project/Course team**

Name	Institute	Post	Department/ Division	E-mail
<i>Course Instructor/Project leader:</i> Prof Melody Man Chi CHAO	HKUST	Assistant Professor	MGMT	mchao@ust.hk
<i>Members (if any):</i>				

**BEFORE**

**3. Project/Course objectives (Intended Learning Outcomes)** (*Suggested number of words 30-40 words*)

*What did you intend students to learn from this project/course?*

<p>The research project aims to train students: (1) to be critical and creative thinkers, (2) to be effective team members and leaders, and (3) to work effectively in multicultural / diverse context. It also aims (4) to foster their love for learning. The project also serves (5) to enhance students' oral and written English communication skills, (6) to provide students with in-depth knowledge in organizational behavior and research work, and (7) to apply the knowledge to solve organization behavior issues.</p>
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## **DURING**

### **4. Inquiry Based Learning Activities** (*Suggested number of words: 75-85 words*)

*What did students do (inquiry-based learning activities) during the course/project?*

Students were assigned to work with fellow students from diverse backgrounds. The assignment was based on factors such as ethnicity, gender, and major. To facilitate team building and encourage communication among group members, at an initial stage, students are asked to produce a group introduction card.

In the group project, students conducted a review of the research literature on a given organizational behavior topic (e.g., how team diversity affects work performance, how performance feedback affects motivation). After selecting their topic, the instructor met with each group to discuss project directions. Each group then conducted their literature search independently and completed a progress report, based on the detailed feedbacks provided by the instructor. Additional meetings were arranged for groups that needed further consultations throughout the semester. Towards the end of the semester, each group gave a 15-minute presentation to the class based on their research project, followed by a 5-minute Questions & Answers session, during which the teams addressed questions from their classmates. Each group also completed a 10-15-page final report.

## **AFTER** (*Suggested number of words for items 5 & 6: 50-60 words*)

### **5. How did you assess the effectiveness of students' learning?**

*Please give an account of the assessment methods and results.*

Students' learning outcome is assessed by several components: (1) Progress report, (2) Presentation—Content (clarity in presenting organizational behavior concepts, ability in analyzing the research literature, ability in connecting research ideas to practice), overall structure (coordination among group members, organization of ideas, quality of visual aids), and presentation skills (effectiveness in communicating ideas, ability in addressing audiences' questions), (3) Final report—Content, overall structure, and writing, and (4) Peer evaluation—Each member would evaluate each other in terms of their contributions. They also provided each other feedbacks towards the end of the semester for future improvement.

## 6. What were the major outcomes of this project/course? Do they match with your

### Intended Learning Outcomes (objectives)?

The research project enhanced students' critical thinking ability and their knowledge about organizational behavior research. Overall, students had shown great independence in analyzing and integrating research findings. They were also extremely creative in presenting their ideas. For example, some groups filmed their own movies to be used as part of their presentations; other groups presented their message through a skit; yet others incorporated game-show components in the presentations to convey their ideas. Through working with group members from diverse backgrounds, most students have also learned to work effectively in multicultural/diverse context and enhanced their communication skills. More importantly, it also helped foster students' love for learning.

When reflecting about their experiences in completing the project, students wrote:

"I had really a great experience working on the project. This is my very first time working with foreign students and I have learnt a lot in our exchanges. Although reading journal articles can be challenging, our group had great fun in preparing the presentation and working on the final report. As our group cooperated well and did our best in the assigned duties, the whole project ran smoothly and not as difficult as I imagined. Thanks to all my incredible group mates!" ~ Emma LI.

"Doing this project has been one of the most memorable experiences in my life in UST. I enjoyed a lot in working together with my groupmates. We have built up friendships with each other as well. I hope this group project can continue to be included in the MGMT121 course, as I do think this is an effective and enjoyable way to learn." ~Kiki WONG.

"The project, though hard, gave us valuable experience of collaborating with teammates of different personalities. We have acquired different teamwork skills through the project and our teammates have become very good friends. I think this project would be one of the most unforgettable memories of my university life." ~Anthony SO.

"It is a great pleasure and honour to work with my teammates. They are all creative and cooperative. Through this group project, I do not only acquire additional knowledge about management outside of classes, I can also apply what I have learnt in the management lessons. Although the project is quite demanding and there are times of frustration and conflicts, the great sense of achievement upon the completion of the project is beyond description." ~ Ka Hei MAN.

"Group project included in the course gives us an opportunity to work with our groupmates. It encourages students to learn more outside of the classroom and allows me to have a better understanding on the topic of organisational behavior." ~ Anonymous, from Student Feedback Questionnaire.