

City University of Hong Kong

**Information on a Course
offered by Department of Management
with effect from Semester B in 2009 / 2010**

Part I

Course Title: Comparative Management: Asian Perspectives

Course Code: MGT6503

Course Duration: One Semester

No. of Credit Units: 3

Level: P6

Medium of Instruction: English

Prerequisites: NIL

Precursors: NIL

Equivalent Courses: NIL

Exclusive Courses: NIL

Part II

Course Aims:

This course aims to

- Give students an understanding of the business environment and management practices in Southeast Asia, Europe and the Americas.
- Equip students with practical knowledge and skills in management systems, business strategies and practices.
- Enable students to begin to connect the dots in today's complex global business world and to be able to analyze and synthesize information from various sources in order to see the relationships between things and people rather than the differences.

Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting (if applicable)
1.	Understand the complexities of management in today's global arena. Understand the influence that culture, environment and reference groups have on our decisions and approaches to dealing with others	
2.	Understand the impact that globalization has on our lives. Recognize other perspectives and points of view more regularly.	
3.	Better analyze and synthesize information to see the relationships rather than the differences between things and people in the world. Be able to use data elimination as a tool	

Teaching and learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

Total Hours (Group Size) : Seminars 39 (40)

ILO No	TLAs	Hours/week (if applicable)
CILO 1	Lectures, in-class discussions, case studies and readings, and group presentations	
CILO 2	Lectures, in-class discussions, case studies and readings, and group presentations	
CILO 3	Lectures, in-class discussions, case studies and readings, and group presentations	

Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

100% Coursework

ILO No	Type of assessment tasks/activities	Weighting (if applicable)	Remarks
CILO 1, 2, 3,	Class Participation	10%	
CILO 1, 2, 3,	Case Analysis	20%	
CILO 1, 2, 3,	Group Presentation	35%	
CILO 1, 2, 3,	Short Paper	35%	

Grading of Student Achievement: Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

ASSESSING AND GRADING CLASS PARTICIPATION

Failure F	Marginal D	Adequate C- C C+	Good B- B B+	Excellent A- A A+
Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature.	Sufficient familiarity with the subject matter to enable the student to progress.	understanding of the subject; ability to develop solutions to simple problems in the material.	Evidence of grasp of subject, some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with the subject matter.	Strong evidence of original thinking; good organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

Refer to Appendix A for additional explanation of Class work evaluation

Assessing and Grading Group Project

Marginal D 1.0	Adequate C- C C+ 1.7 2.0 2.3	Good B- B B+ 2.7 3.0 3.3	Excellent A- A A+ 3.7 4.0 4.3
Writes enough to describe what the topic is about. Some relevant points descriptive in nature, mainly pro and con. Uses a few mainstream references. Summary is a list of either pros or cons leading to a lopsided conclusion. Very little evidence of research skills and relevant conceptual framework	Describes topic, refers to relevant work and what is proposed to be done. More relevant points drawn from prevalent models or conceptual frameworks, lists both pros and cons, evidence of grasp of issues but has difficulty in finding resolution. Summary recognizes differences but unable to resolve them, without convincing conclusion, or jumps to conclusion. Evidence of some search skills; standard references in mostly correct formatting.	As in C, but shows what past work has done/not done, demonstrating logical progression to the topic. Most/all relevant points drawn from prevalent models or conceptual frameworks, lists both pros and cons, uses appropriate structure to resolve issues with convincing arguments and discussion. Summary is balanced leading to well reasoned conclusion with likely financial and business outcome. References are comprehensive, showing care in researching the issue, correct formatting.	Interesting and complex account of why this topic, what questions need to be addressed giving a foretaste of original contribution. Points stated are practical, with support of data, analysis, logics, and demonstration of business acumen. As in B, but original, going well beyond standard resources/ references, stating a point of view in ones own voice. Summary leads to a practical and original conclusion. As in B, but uses unusual references to bolster an original argument.

Assessing and Grading Written Assignment

Marginal D 1.0	Adequate C- C C+ 1.7 2.0 2.3	Good B- B B+ 2.7 3.0 3.3	Excellent A- A A+ 3.7 4.0 4.3
Writes enough to describe what the topic is about. Some relevant points descriptive in nature, mainly pro and con. Uses a few mainstream references. Summary is a list of either pros or cons leading to a lopsided conclusion. Very little evidence of library skills, incorrect formatting.	Describes topic, refers to relevant work and what is proposed to be done. More relevant points drawn from prevalent models or conceptual frameworks, lists both pros and cons, evidence of grasp of issues but has difficulty in finding resolution. Summary recognizes differences but unable to resolve them, weak conclusion, or jumps to conclusion. Evidence of some search skills; standard references in mostly correct formatting.	As in C, but shows what past work has done/not done, demonstrating logical progression to the topic. Most/all relevant points drawn from prevalent models or conceptual frameworks, lists both pros and cons, uses appropriate structure to resolve issues with convincing arguments and discussion. Summary is balanced leading to well reasoned conclusion. References are comprehensive, showing care in researching the issue, correct formatting.	Interesting and complex account of why this topic, what questions need to be addressed giving a foretaste of original contribution. As in B, but original, going well beyond standard resources/ references, stating a point of view in ones own voice. Summary leads to a surprise or original conclusion generating new issues. As in B, but uses unusual references to bolster an original argument.

Part III

Keyword Syllabus:

Intercultural perspectives, globalization, competitive strategies, communication styles, decision-making, comparative leadership, change management, comparative corporate governance, inter-organizational relationship management, comparative political systems, comparative legal systems.

Recommended Reading:

Davis, H.J. & Schulte, W.D. (eds) National Culture and International Management in East Asia. London: International Thomson Business Press 1997

Edfelt, R. B. Global Comparative Management: A Functional Approach. Sage 2009

Hasegawa H., & Noronha C. (eds) Asian Business & Management: Theory, Practice and Perspectives. Palgrave Macmillan 2009

Koen, C. I. Comparative International Management. McGraw-Hill 2005

Appendix A

Grading Coursework: (100% of final grade)

Criteria:

Engagement –

- Student displays a positive attitude in class and actively and attentively follows the lectures and the contributions of fellow classmates
- Student contributes to class by offering ideas, asking questions and attempting to answer questions
- Student recognizes that the subject requires outside reading and reads more than what is assigned

Analysis –

- Evidence of original thinking, good organization of course materials, capacity to analyze and synthesize, capacity to connect the dots of the materials presented in course and also to connect them to general knowledge

Preparation –

- Student is prepared for class with assignments and required class materials
- Student reads ahead, which is evident by contributions that the student makes. Student reflects on what has been taught and takes a personal interest in the subject
- Student is aware of current events and their relation to the course