City University of Hong Kong
Course Syllabus

offered by Department of Management
with effect from Semester A in 2017 / 18

Part I   Course Overview

Course Title:	International Organizational Behavior
Course Code:	MGT5313
Course Duration:	1 Semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	Nil
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	Nil
Exclusive Courses: *(Course Code and Title)*	Nil

Part II   Course Details

1.   Abstract

This course aims to . . .

- providing students with the knowledge of the key concepts of organizational behavior across societal cultures,

- providing students with cross-cultural perspectives on exercising authority, managing relationships, managing oneself, managing uncertainty and managing time,

- developing in students insights into management issues in cross-cultural communication, motivation, leadership, and negotiation, and

- enabling students to apply relevant cross-cultural frameworks in the individual and organizational behavior analysis with a view to formulate discovery-based recommendations for improving effectiveness.

2.   Course Intended Learning Outcomes (CILOs)
(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Demonstrating knowledge of the key concepts in international organizational behavior.	NA	✓	✓	
2.	Applying relevant theoretical frameworks to evaluate cross-cultural differences and their implications for organizational behavior.	NA	✓		
3.	Conducting barefoot research into individual and/or organizational behaviors from a cross-cultural perspective and proposing discovery based recommendations.	NA	✓	✓	✓
		NA			

A1:   Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.
A2:   Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.
A3:   *Accomplishments*
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.			Hours/week(if applicable)
		1	2	3	
Seminars		X	X		
case discussions		X	X		
experiential exercises			X		
readings		X	X	X	
Barefoot research				X	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4	5	6		
Continuous Assessment: <u>50%</u>								
Multiple choice tests	X						10%	
Mid-term test		X					15%	
Individual written assignment			X				25%	
Examination: <u>50%</u> (duration: 2 hours , if applicable)								
Essay-type examination	X	X						
							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Case and/or Scenario Based Examinations		The analysis very clearly identifies problems. Excellent use of course content relevant to problem identification. Recognizes arguments and uses reasonable judgement. A holistic view of how various problems differ and relate to one another. Views information critically, synthesizes evidence and prioritizes problems. Solutions or recommendations very well justified.	The analysis clearly identifies problems. Good use of course content relevant to problem identification. Recognizes arguments. There is some discussion of differences and relationships between problems. Evaluates evidence and prioritizes problems. Solutions or recommendations well justified.	Rudimentary problem identification with some relevant evidence. Some use of course content relevant to problem identification. Sees some arguments, identifies some differences and relationships between problems. Fair justification of solutions or recommendations.	The analysis does not clearly identify problems. Or, problems mentioned are partially based on the facts in the case/ scenario. Poor use of course content that might be relevant to problem identification. Sees some arguments but overlooks differences and relationships between problems. Weak justification of solutions or recommendations.	The analysis does not identify any problems. Or, problems mentioned are not based on the facts in the case/ scenario. Very poor use of course content that might be relevant to problem identification. Sees no arguments, overlooks differences and relationships between problems, and fails to propose justifiable solutions or recommendations.
Barefoot Research Assignment	Background information	Very strong evidence of using data in the introduction. The introduction has very good information value.	Strong evidence of using data in the introduction. The introduction has good information value.	Some evidence of using data in the introduction, but the introduction is limited in information value.	Weak evidence of using data in the introduction. The introduction has poor information value.	Very weak evidence of using data in the introduction. The introduction has very poor information value.
	Analysis and discussion	As in B, but with higher degree of discovery and originality.	The evidence presents a good appreciation of the general thrust of the research. Good coverage of issues	The evidence is relevant and covers a fair number of issues. However, there is little evidence of an	Pieces of evidence are relevant, but are isolated, addressing a limited number of issues. Demonstrating understanding of	Pieces of evidence are irrelevant and isolated, addressing a limited number of issues. Fails to demonstrate

		with relevant support. A clear view of how various aspects of the research integrate to form a whole. Good evidence of discovery and application of concepts to practice.	overall view of the research objective. Demonstrates declarative understanding of a reasonable number of issues. Able to discuss issues meaningfully but with little discovery and integration.	issues in a minimally acceptable way. Poor coverage, no discovery.	understanding of issues in a minimally acceptable way. Very poor coverage, no discovery.
	Recommendations and justifications	Very strong justification of recommendations based on discovery and practice.	Strong justification of recommendations based on discovery and practice.	Fair justification of recommendations based on little discovery and practice.	Weak justification of recommendations.	Very weak justification of recommendations.
	Search skills and writing format	As in B, but uses unusual references to bolster an original argument	Comprehensive, showing care in researching the issue, correct formatting.	Evidence of some search skills; standard references in mostly correct formatting.	Little evidence of library skills, incorrect formatting.	No evidence of library skills, incorrect formatting.
Essay Type Examination		Strong evidence of original thinking; good organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with the subject matter.	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.	Sufficient familiarity with the subject matter to enable the student to progress.	Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature.

Source. Adapted from Registrar's Office, "The Assessment of Students under the Credit Unit System". Hong Kong: City University of Hong Kong, December 1997.

Part III   Other Information (more details can be provided separately in the teaching plan)

1.   **Keyword Syllabus**
     (An indication of the key topics of the course.)

Organizational behavior in perspective; societal cultures and organizational behavior among selected societies with respect to managing authority, managing relationships, managing oneself, managing uncertainty, and managing time; cross-cultural issues in communication, motivation, leadership, and negotiation; psycho-social issues in expatriate employee entry, adaptation, and re-entry phases.

2.   **Reading List**
2.1   **Compulsory Readings**
     (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Adler, N. J. & Gundersen, A. (2008). International dimensions of organizational behaviour (5th ed.). Canada: South-Western.
2.	Hickson, D. J. & Pugh, D. S. (2001). Management worldwide: Distinctive styles amid globalization. London: Penguin Books.
3.	
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2.2   **Additional Readings**
     (Additional references for students to learn to expand their knowledge about the subject.)

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2.	
3.	
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