MGT5313: INTERNATIONAL ORGANIZATIONAL BEHAVIOR

Effective Term

Semester B 2024/25

Part I Course Overview

Course Title

International Organizational Behavior

Subject Code

MGT - Management

Course Number

5313

Academic Unit

Management (MGT)

College/School

College of Business (CB)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

MGT5204 Organizational Behavior

Part II Course Details

Abstract

This course offers students a comprehensive understanding of key concepts in organizational behavior within diverse societal cultures. Through a cross-cultural lens, students will explore topics such as exercising authority, managing relationships, self-management, uncertainty management, and time management. The course aims to enhance students' insights into management challenges related to cross-cultural communication, motivation, leadership, and negotiation. By applying relevant cross-cultural frameworks, students will develop the skills to analyze organizational behavior and formulate recommendations to enhance organizational effectiveness. Finally, this course equips students with the knowledge and tools necessary to navigate the complexities of global business environments and promote cultural intelligence in managing diverse teams and organizations.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Demonstrating knowledge of the key concepts in international organizational behavior.		x	x	
2	Applying relevant theoretical frameworks to evaluate cross-cultural differences and their implications for organizational behavior.		x		
3	Applying barefoot research into individual and/or organizational behaviors from a cross-cultural perspective and proposing discovery based recommendations.		x	x	x

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 real-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.

Learning and Teaching Activities (LTAs)

	LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Seminars/Lecture	Students actively participate in seminars or lectures where they engage with the instructor and fellow classmates to learn key concepts, theories, and frameworks related to international organizational behavior.	1, 2	
2	Case discussion	Students analyze real-world case studies to examine the challenges and opportunities in international organizational behavior.	1, 2	

3	Experiential exercise	Students engage in hands-on experiential exercises, such as role-plays, simulations, or team-based activities, to gain practical experience in navigating cross-cultural challenges.	2	
4	Reading	Students are assigned reading materials, including academic articles, book chapters, and relevant research, to independently study and comprehend course materials.	1, 2, 3	
5	Barefoot research	Students conduct research projects in real-world organizational settings, such as interviews, surveys, or observations.	3	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	In-class quizzes	1	20	
2	Case discussion	2	20	
3	Group research project	2, 3	40	
4	Class participation	1	20	

Continuous Assessment (%)

100

Assessment Rubrics (AR)

Assessment Task

In-class quizzes (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Excellent

(A+, A, A-) The quiz results clearly show excellent understanding of core concepts/definition. Excellent application of defined concepts to real-world business cases. Views information critically, synthesizes evidence appropriately. Solutions or recommendations very well justified.

Good

(B+, B, B-) The quiz results show a good understanding of core concepts/definition. Good use of course content relevant to business case. Information is collected but not synthesized well enough. Solutions or recommendations are well justified.

Fair

(C+, C, C-) The quiz results show rudimentary understanding of core concepts/definition. Some use of relevant concepts/ facts from class, but unable to clearly identify differences and relationships between concepts and have a hard time applying these concepts to real-world cases. Fair justification of solutions or recommendations.

Marginal

(D) The quiz results do not show a clear understanding of core concepts/definition. Has some problems applying concepts to real-world cases. Justification for proposed solutions are weak.

Failure

(F) The quiz results show poor understanding of core concepts/definition. Has critical problems in applying these concepts to real-world business endations.

Assessment Task

Case discussion (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Excellent

(A+, A, A-) The presenter 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.

Good

(B+, B, B-) The presenter 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.

Fair

(C+, C, C-) The presenter identifies some problems. 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.

Marginal

(D) The presenter 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.

Failure

(F) The presenter does not identify any problems. Problems mentioned are not based on facts in the case/scenario. No use of course content in analysis. Overlooks differences and relationships between problems. No justification or recommendation.

Assessment Task

Group research project (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Background information

Excellent

(A+, A, A-) Very strong evidence of using data in the introduction. The introduction has very good information value.

Good

(B+, B, B-) Strong evidence of using data in the introduction. The introduction has good information value.

Fair

(C+, C, C-) Some evidence of using data in the introduction, but the introduction is limited in information value.

Marginal

(D) Weak evidence of using data in the introduction. The introduction has poor information value.

Failure

(F) Very weak evidence of using data in the introduction. The introduction has very poor information value.

Assessment Task

Group research project (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Analysis and discussion

Excellent

(A+, A, A-) Very high degree of discovery and originality.

Good

(B+, B, B-) The evidence presents a good appreciation of the general thrust of the research. Good coverage of issues 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.

Fair

(C+, C, C-) The evidence is relevant and covers a fair number of issues. However, there is little evidence of an 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.

Marginal

(D) Pieces of evidence are relevant, but are isolated, addressing a limited number of issues. Demonstrating understanding of issues in a minimally acceptable way. Poor coverage, no discovery.

Failure

(F) Pieces of evidence are irrelevant and isolated, addressing a limited number of issues. Fails to demonstrate understanding of issues in a minimally acceptable way. Very poor coverage, no discovery.

Assessment Task

Group research project (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Recommendations and justifications

Excellent

(A+, A, A-) Very strong justification of recommendations based on discovery and practice.

Good

(B+, B, B-) Strong justification of recommendations based on discovery and practice.

Fair

(C+, C, C-) Fair justification of recommendations based on little discovery and practice.

Marginal

(D) Weak justification of recommendations.

Failure

(F) Very weak justification of recommendations.

Assessment Task

Group research project (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Search skills and writing format

Excellent

(A+, A, A-) Uses unusual references to bolster an original argument

Good

(B+, B, B-) Comprehensive, showing care in researching the issue, correct formatting.

Fair

(C+, C, C-) Evidence of some search skills; standard references in mostly correct formatting.

Marginal

(D) Little evidence of library skills, incorrect formatting.

Failure

(F) No evidence of library skills, incorrect formatting.

Assessment Task

Class participation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Excellent

(A+, A, A-) Strong evidence of original thinking; good organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

Good

(B+, B, B-) Evidence of grasp of subject, some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with the subject matter.

Fair

(C+, C, C-) Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.

Marginal

(D) Sufficient familiarity with the subject matter to enable the student to progress.

Failure

(F) Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature.

Assessment Task

In-class quizzes (for students admitted from Semester A 2022/23 to Summer Term 2024)

Excellent

(A+, A, A-) The quiz results clearly show excellent understanding of core concepts/definition. Excellent application of defined concepts to real-world business cases. Views information critically, synthesizes evidence appropriately. Solutions or recommendations very well justified.

Good

(B+, B) The quiz results show a good understanding of core concepts/definition. Good use of course content relevant to business case. Information is collected but not synthesized well enough. Solutions or recommendations are well justified.

Marginal

(B-, C+, C) The quiz results show rudimentary understanding of core concepts/definition. Some use of relevant concepts/ facts from class but unable to clearly identify differences and relationships between concepts and have a hard time applying these concepts to real-world cases. Fair justification of solutions or recommendations.

Failure

(F) The quiz results show poor understanding of core concepts/definition. Has critical problems in applying these concepts to real-world business cases. Fails to propose justifiable solutions or recommendations.

Assessment Task

Case discussion (for students admitted from Semester A 2022/23 to Summer Term 2024)

Excellent

(A+, A, A-) The presenter 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.

Good

(B+, B) The presenter 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.

Marginal

(B-, C+, C) The presenter identifies some problems. 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.

Failure

(F) The presenter 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.

Assessment Task

Group research project (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Background information

Excellent

(A+, A, A-) Very strong evidence of using data in the introduction. The introduction has very good information value.

Good

(B+, B) Strong evidence of using data in the introduction. The introduction has good information value.

Marginal

(B-, C+, C) Little evidence of using data in the introduction. The introduction is limited in information value.

Failure

(F) Very weak evidence of using data in the introduction. The introduction has very poor information value.

Assessment Task

Group research project (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Analysis and discussion

Excellent

(A+, A, A-) Very high degree of discovery and originality.

Good

(B+, B) The evidence presents a good appreciation of the general thrust of the research. Good coverage of issues 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.

Marginal

(B-, C+, C) Pieces of evidence are relevant and cover a fair number of issues. However, there is little evidence of an overall view of the research objective. Demonstrates a moderate level of understanding of issues but little discovery and integration.

Failure

(F) Pieces of evidence are irrelevant and isolated, addressing a limited number of issues. Fails to demonstrate understanding of issues in a minimally acceptable way. Very poor coverage, no discovery.

Assessment Task

Group research project (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Recommendations and justifications

Excellent

(A+, A, A-) Very strong justification of recommendations based on discovery and practice.

Good

(B+, B) Strong justification of recommendations based on discovery and practice.

Marginal

(B-, C+, C) Fair justification of recommendations.

Failure

(F) Very weak justification of recommendations.

Assessment Task

Group research project (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Search skills and writing format

Excellent

(A+, A, A-) Uses unusual references to bolster an original argument

Good

(B+, B) Comprehensive, showing care in researching the issue, correct formatting.

Marginal

(B-, C+, C) Some evidence of library skills, mostly correct formatting.

Failure

(F) No evidence of library skills, incorrect formatting.

Assessment Task

Class participation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Excellent

(A+, A, A-) Strong evidence of original thinking; good organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

Good

(B+, B) Evidence of grasp of subject, some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with the subject matter.

Marginal

(B-, C+, C) Sufficient familiarity with the subject matter; ability to develop solutions to simple problems in the material.

Failure

(F) Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature.

Part III Other Information

Keyword Syllabus

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.

Reading List

Compulsory Readings

	Title
1	Lim, Chia, Wu, Griffin, Phillips, & Gully. (2019). Organizational Behavior: An Asian Perspective (1st ed.). Cengage.
2	Colquitt, J., LePine, A., & Wesson, M. (2021). Organizational Behavior: Improving Performance and Commitment in the Workplace (7th ed.). McGraw Hill.

Additional Readings

	Title
1	NIL