

City University of Hong Kong

**Information on a Course
offered by Department of Management
with effect from Semester A in 2014-15**

Part I

Course Title: International Organizational Behavior

Course Code: MGT5313

Course Duration: One Semester

No. of Credit Units: 3

Level: P5

Medium of Instruction: English

Prerequisites: Nil

Precursors: Nil

Equivalent Courses: Nil

Exclusive Courses: Nil

Part II

Course Aims:

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.

Course Intended Learning Outcomes (CILOs)

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

No.	CILOs	Weighting (if applicable)
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

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)

ILO No	TLAs	Weighting (if applicable)
CILO 1	Seminars, case discussions, and readings	NA
CILO 2	Seminars, case discussions, experiential exercises, and readings	NA
CILO 3	Barefoot research and readings	NA

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)

Coursework (50%)

- Multiple choice tests (10%)
- Mid-term test (15%)
- Individual written assignment (25%)

Examination (two hours) (50%)

ILO No	Type of assessment tasks/activities
CILO 1	Multiple-choice test and essay-type examination
CILO 2	Essay-type/ scenario based examination and individual written assignment
CILO 3	Individual written assignment

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

Please refer to the attached Tables 1-3 for description and grading of assessment tasks.

Part III

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.

Recommended Reading:

Text(s):

Adler, N. J. & Gundersen, A. (2008). International dimensions of organizational behaviour (5th ed.). Canada: South-Western.

Hickson, D. J. & Pugh, D. S. (2001). Management worldwide: Distinctive styles amid globalization. London: Penguin Books.

Table 1: Grading Case and/or Scenario Based Examinations

Failure F < 50%	Marginal D 50-54%	Adequate C- C C+ 55-69%	Good B- B B+ 70-84%	Excellent A- A A+ ≥ 85%
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.	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.	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 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.	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.

Source: www.csueastbay.edu/ira/wasc/slo/SLO%20Bus%20Admin%20MBA.doc

Table 2: Grading Barefoot Research Assignment

Category	Weight	Failure F < 50%	Marginal D 50-54%	Adequate C- C C+ 55-69%	Good B- B B+ 70-84%	Excellent A- A A+ ≥ 85%	Score
Background information	10%	Very weak evidence of using data in the introduction. The introduction has very poor information value.	Weak evidence of using data in the introduction. The introduction has poor information value.	Some evidence of using data in the introduction, but the introduction is limited in information value.	Strong evidence of using data in the introduction. The introduction has good information value.	Very strong evidence of using data in the introduction. The introduction has very good information value.	
Analysis and discussion	50%	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.	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.	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.	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.	As in B, but with higher degree of discovery and originality.	
Recommendations and justifications	30%	Very weak justification of recommendations.	Weak justification of recommendations.	Fair justification of recommendations based on little discovery and practice.	Strong justification of recommendations based on discovery and practice.	Very strong justification of recommendations based on discovery and practice.	
Search skills and writing format	10%	No evidence of library skills, incorrect formatting.	Little evidence of library skills, incorrect formatting.	Evidence of some search skills; standard references in mostly correct formatting.	Comprehensive, showing care in researching the issue, correct formatting.	As in B, but uses unusual references to bolster an original argument	

Source: Partly adapted from Tang Catherine & Biggs John, "Developing Grading Criteria for ILOs". Seminar presented at City University of Hong Kong, February 6, 2006.

Table 3: Grading Essay Type Examination Questions

Failure F < 50%	Marginal D 50-54%	Adequate C- C C+ 55-69%	Good B- B B+ 70-84%	Excellent A- A A+ ≥ 85%
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.	Student who is profiting from the university experience; 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.

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