

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Management  
with effect from Semester A in 2022 / 2023**

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**Part I Course Overview**

<b>Course Title:</b>	International Organizational Behavior
<b>Course Code:</b>	MGT5313
<b>Course Duration:</b>	1 Semester
<b>Credit Units:</b>	3
<b>Level:</b>	P5
<b>Medium of Instruction:</b>	English
<b>Medium of Assessment:</b>	English
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	Nil
<b>Precursors:</b> <i>(Course Code and Title)</i>	Nil
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	Nil
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	MGT5204 Organizational Behavior

## Part II Course Details

### 1. Abstract

This course aims to . . .

- provide students with the knowledge of the key concepts of organizational behavior across societal cultures,
- provide students with cross-cultural perspectives on exercising authority, managing relationships, managing oneself, managing uncertainty and managing time,
- develop student’s insights into management issues in cross-cultural communication, motivation, leadership, and negotiation, and
- enable 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/Lecture		X	X		
Case discussion		X	X		
Experiential exercise			X		
Reading		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>100%</u>								
In-class quizzes	X						30%	
Case discussion		X					20%	
Group research project		X	X				30%	
Class participation	X						20%	
							100%	

## 5. Assessment Rubrics

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

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
In-class quizzes		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.	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.	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.	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.
Case discussion		The presenter clearly identifies problems. Excellent use of course content relevant to problem identification.	The presenter identifies problems. Good use of course content relevant to problem identification. Recognizes arguments. There is some discussion of differences and	The presenter identifies some problems. Some use of course content relevant to problem identification. Sees some arguments, identifies some differences and	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

		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.	relationships between problems. Evaluates evidence and prioritizes problems. Solutions or recommendations well justified.	relationships between problems. Fair justification of solutions or recommendations.	relevant to problem identification. Sees some arguments but overlooks differences and relationships between problems. Weak justification of solutions or recommendations.
Group research project	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.	Little evidence of using data in the introduction. The introduction is limited in information value.	Very weak evidence of using data in the introduction. The introduction has very poor information value.
	Analysis and discussion	Very high degree of discovery and originality.	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	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	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.

			application of concepts to practice.	integration.	
	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.	Very weak justification of recommendations.
	Search skills and writing format	Uses unusual references to bolster an original argument	Comprehensive, showing care in researching the issue, correct formatting.	Some evidence of library skills, mostly correct formatting.	No evidence of library skills, incorrect formatting.
Class participation		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.	Sufficient familiarity with the subject matter; ability to develop solutions to simple problems in the material.	Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature.

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
In-class quizzes		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.	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.	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.	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.	The quiz results show poor understanding of core concepts/definition. Has critical problems in applying these concepts to real-world business endations.
Case discussion		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	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.	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.	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	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.

		evidence and prioritizes problems. Solutions or recommendations very well justified.	Solutions or recommendations well justified.		between problems. Weak justification of solutions or recommendations.	
Group research project	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	Very high degree of discovery and originality.	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.	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.	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.	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.
	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	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.



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

**2.2 Additional Readings**

*(Additional references for students to learn to expand their knowledge about the subject.)*

	NIL
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