
International Dimensions of Organizational Behavior

COURSE DESIGNATOR SDNY 3023

LANGUAGE OF INSTRUCTION English

NUMBER OF CREDITS 3

COURSE DESCRIPTION

In the International Dimensions of Organizational Behaviour course, students will study how theories, research, and current issues in the field of organizational behaviour apply in the context of the international workplace. This course will focus on the international application of core management theories and strategies, and will be based on interdisciplinary research, from fields including psychology, sociology, economics, political science and anthropology. Students will be expected to increase their understanding of human behaviour within the setting of a global work environment, and across a variety of historical and current issues. Students will also be expected to reflect critically on how theoretical frameworks can be applied and developed within the organizational setting.

With its global presence, CAPA offers students the opportunity to enrich their academic experience by exposing and exploring the localized context of the CAPA Sydney Program. The local context allows students to study organizational behaviour of foreign multinationals operating in Australia, Australian multinationals operating in the region, and indigenous Asian multinationals such as Toyota, Samsung, Sony, NEC, Tata, and Infosys. Case studies used in the course will be drawn from the region.

Students will be expected to develop and expand their understanding of this local context and Australia's role in the global and Asia Pacific marketplace. The research paper project provides the students an opportunity to explore this localized context and to demonstrate their learning outcomes from this unique opportunity.

COURSE OBJECTIVES

These topics are addressed with particular reference to the Asia Pacific.

LEARNING OUTCOMES

After taking this course, students should be able to:

- Explain theories, best practices and applications of how to effectively manage people within a global business setting.
- Identify and analyse challenges facing global businesses today.
- Recognize major elements of socio-cultural diversity within global business.
- Examine and analyse competitive advantages that accrue to organizations consistently successful at adapting to problems/challenges/opportunities of intercultural management and communication.
- Describe frameworks of personal and organizational value systems, in the context of a global business environment.
- Discuss significant, current international business issues as informed global citizens.

Students will develop the following skills during this course:

- Problem analysis
- Developing good reading habits
- Critical thinking
- Working independently and as part of a team
- Personal reflection

COURSE PREREQUISITES

There are no prerequisites. Students from a variety of backgrounds and interests are encouraged to take this class.

METHODOLOGY

This class will be participative and will require students to contribute individually and as part of a team. The course content and delivery will create a framework where students reflect critically on the weekly discussion topics. The students will be expected to devote an hour per day keeping up with the current global issues in international business, politics and society. Expected reading sources should include *The Economist*, *Financial Times*, *the Australian Financial Review*, and *The New York Times*. The teaching and learning methods will be a blend of the following:

- Lectures
- Independent learning and online activities
- Reflections & observations
- Readings on current topics
- Class discussions and case studies
- Student presentations and two research papers.

MYEDUCATION REQUIREMENT

Students are encouraged to participate in events/activities from the CAPA Sydney MyEDUCATION calendar to broaden understanding of this subject in the context of Sydney and Australia. Students will be asked to draw on these experiences in one or more learning activities within this course. In addition the course includes field classes, which also count towards MyED. Guest lecturers from the business community will also join the class to bring to life the reality of doing business in Asia and operating as a multi-national firm in the region while headquartered in Australia or elsewhere in the region.

Further, the Sydney internship experience offers students a rich contextual environment to apply the learning outcomes from this course in their work place. Findings and observations from these experiences can be used to enrich the content of your project and research papers.

REQUIRED READING AND RESOURCES

Adler, N.J., Gunderson, A. (2008). *International Dimensions of Organizational Behaviour*. 5th Edition,

South-Western Cengage Learning ISBN: 13: 978-0-324-36074-5 Schneider, S.C., Barsoux, J. (2003).

Managing Across Cultures. 2nd edition. FT Prentice Hall.

RECOMMENDED READING

Rosen, R. (2000). *Global Literacies*. Simon and Schuster ISBN 0-684-85902-5

Fullan, M. (2007). *Leading in a Culture of Change*. Jossey Bass ISBN 0-7879-5395-4

GRADING

CAPA PROGRAM AND INSTRUCTOR POLICY

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work and class behavior. This means to gain full attendance you must attend all classes, you must not be late (unless with a valid reason) and you must be respectful of the professor and of other students by not talking/whispering in class when others are talking or presenting. Persistent lateness or lack of attention in class, i.e., reading materials other than the work assigned, may result in a low or zero grade for participation, and possible referral to the CAO. **No electronic equipment will be used in class**, including laptops, phones, ipods, cell phones, etc, unless you have written permission from the Chief Academic Officer prior to the course. If you are caught using any electronic equipment, you may receive a zero grade for participation.

Plagiarism will be dealt with very seriously, and will be referred to the Chief Academic Officer in London. You may receive an F for the course. If all work is not submitted by the end of the program, you will receive an F for the course.

CLASS PARTICIPATION AND ATTENDANCE

Attendance at all classes is mandated by CAPA; students who miss a class without permission from CAPA's Chief Academic Officer will have their grade for the course lowered. Informed participation is expected in every class, so students must have read the full assignment carefully before coming and be ready to discuss it if called upon. At any meeting there may be a brief, pass-fail two-minute quiz on some utterly obvious fact in the assigned reading. Students will also be asked to complete informal in-class writing assignments on a regular basis, which will require them to demonstrate their familiarity with the assigned materials. Students who repeatedly demonstrate unsatisfactory performance on these quizzes and exercises will be penalized in the participation grade.

CRITERIA FOR GRADING AND GRADING STANDARDS

Grading Rubric		
A	93+	Achievement that is outstanding relative to the level necessary to meet course requirements.
A- B+	90-92 87-89	Achievement that is significantly above the level necessary to meet course requirements.
B B-	83-86 80-82	Achievement that meets the course requirements in every respect.
C+	77-79	
C	73-76	
C- D+	70-72 67-69	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D	60-66	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.
F	<59	

GRADING FOR ASSIGNMENTS

Mid-term research paper	35%
Final project and class presentation	40%
Class participation and field study observations	25%
Overall grade	100%

SCHEDULE AND ASSIGNMENTS

Course Topics	
Week 1	<p>Introduction Introductions, student interests, relevant prior coursework & experience Course map, format, required work and assessments Review of mid-term research paper and final project guidelines – detailed guidelines posted in this syllabus Overview of International Dimensions of Organizational Behaviour – what will the course cover? Exploring Culture: what is 'culture'? Convergence & divergence; recognizing cultures; culture clash; aspects of culture Readings: AG 1 & SB 1 & 2</p>

Week 2	<p>How Cultural Differences affect Organizations Readings: AG 2 & SB 3, 4 Corporate culture & architecture Regional and national cultures Industry-specific cultures & reasons for differences Policies & procedures</p>
Week 3	<p>Communicating across Cultures & Strategy Readings: AG 3 & SB 5 How do we exchange ‘meaning’? Verbal and non-verbal messages Perception & cultural ‘filters’ Cross-cultural misconception & miss--evaluation Stereotypes – and how/why to avoid them Exercise: How well do you know your colleagues – AG 87-88. Incorporate this exercise into your projects and note your observations. Culture and strategy</p>
Week 4	<p>Cultural Diversity & Human Resource Management Readings: AG 4 & SB 6 Cultural invisibility & blindness ‘Diversity causes problems’ – but also creates opportunities Strategy for managing cultural diversity Class assignment on cultural assumptions and organizations benefiting from cultural diversity – review tables in AG 108-111 to prepare for this discussion.</p>
Week 5	<p>Managing Multicultural Teams Readings: AG 5 & SB 8 Firm types: domestic, multi-domestic, multinational, global How do various firm types manage multicultural teams? Team diversity – advantages & disadvantages Dangers of ‘group-think’ Is there a ‘most effective’ way to manage multicultural teams?</p>
Week 6	<p>International Managers Readings: AG 6 & SB 7</p>
Week 7	<p>Global Organization & Motivating Diversity Readings: AG 7 & SB 8,9 Inspiring people to contribute Theoretical aspects: Three Motives, Two Factor Motivation, Expectancy Theory How do rewards vary across cultures? Class discussion of ‘The Multicultural Team’ article – SB 8.</p>
Week 8	<p>Multinational Decision Making & Negotiations Readings: AG 8 Steps in decision-making process Critical discussion of ethical decision making in four situations – Middle East, West Africa, South- east Asia & Cultural Conflict in the Middle East (see class notes containing excerpts of the situations from AG 8). You are expected to prepare for this discussion by thinking of how/what you will do if faced with these situations. Provide your reasoning.</p>

Week 9	Negotiating Globally Readings: AG 9 Alternative strategies Success: people, situation & process Desirable qualities (of negotiators) Typical buyer/seller relationships: US vs. Japan Situations leading to success or failure How should you handle the 'process'? – Note the contrasts in table 9.4 on AG 237. Stages of negotiations
Week 10	Class Final Project Presentations Group presentation limited to 5 slides & 12-13 minutes (max)
Week 11	Managing Global Managers Readings: AG 10, 11 Managing cross-cultural transitions Expatriate assignments – main issues 'Transpats' and 'repats' – main issues Entering a new culture: stress, culture shock, 'coming home' Transition strategies – how companies can help Discussion on contrasting negotiating styles – Malaysians negotiating with Americans (AG 244-246). Review verbal negotiating tactics – AG 249
Week 12	Research paper submission deadline & Review Session Course review – what have we learned? Class discussion: Coaching Women for Success – AG 297-304 Women as global managers/leaders 'What does it take to reach the top?' Today's (and tomorrow's) global career paths Reasons for accepting or rejecting global assignments

ASSESSMENT 1: MID-TERM RESEARCH PAPER: 35% WEIGHT

This will be an individual assignment to be submitted prior to the mid-term break and will cover the week 1-6 class topics. One of the case studies assigned for the course will be the subject of your mid-term research paper. The assigned case study will be announced in week 2. You are required to present an analysis of the situation described in the case by applying the various readings for the course. The assessment of your mid-term paper will be based on your application of the theories, examples and content of the weekly seminars and class discussions as well as the course reading material.

ASSESSMENT 2: FINAL PROJECT & CLASS PRESENTATION: 40% WEIGHT

The final project for this course will be an assessment of each student's cumulative learning across the semester. The final project involved a collection of reflections corresponding to lessons throughout the term, a presentation, and a final analytical project paper. You may wish to use your internship organization as the subject of your final project. During the course of the internship, you will work with and come across people from diverse cultures and backgrounds. Apply the learning outcomes of this course in your interactions. Make critical observations. This should provide rich evidence that you could incorporate into your final project. Depending on the class size, you will work in groups of 2 (or 3) students on this final project. The group sizes and composition will be determined by week 2. Guidance on all areas of assessment will be provided throughout the term. You are encouraged to discuss the direction and content of your projects with the lecturer after class or during his/her office hours.

Class presentations: Week 10. Provide an outline of your research paper, the theoretical background, data and findings of your case study and the conclusions. Please note that this presentation is a group effort and should be limited to 5 slides and 12-13 minutes (max). There will be a Q&A session following the presentation. The students will be given feedback on their presentations and will be expected to incorporate this feedback into their final research paper submissions.

Final analytical project paper: Week 12. The final paper is an individual exercise, which incorporates your own personal reflections and internship experience. This paper is 2000 words in length and should also reflect the feedback from the group presentation in week 10.

LOCALIZED CONTEXT

The students are required to identify relevant research paper topics within the localized context of Australia and the Asia Pacific to benefit from their presence in Sydney. These research paper topics should be discussed with the lecturer in advance. Preparatory work would include developing good reading sources such as the *Financial Times*, the *Economist*, the *Australian Financial Review*,

ATTENDANCE POLICY

Regular attendance and punctuality are mandatory in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings) and participation in class discussions. If you miss any meetings without an excused absence from the on-site director, your final grade will be dropped accordingly. In the case of absences, it is the student's responsibility to find out what information was given in class including any announcements made.

UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

SCHOLASTIC DISHONESTY

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

STUDENT CONDUCT

The University of Minnesota has specific policies concerning student conduct and student needs. This information can be found on the Learning Abroad Center website.