



SYLLABUS

Name of Institution: Mahidol University International College

Division: Business Administration Division

GENERAL INFORMATION

1. Course Code and Course Title

	New curriculum	Topic/name	Equivalent
Thai	ICMB 235	การจัดการและพฤติกรรมองค์กร	ICMB 234
English	ICMB 235	Management and Organizational behavior	ICMB 234

2. Number of Credits: 4 credits

3. Credit Hours/Semester

Lecture or Other In-class Activity Hours	Laboratory/ Field Trip/ Internship Hours	Self-Study Hours
48	0	96

4. Degree: Bachelor of Business Administration

5. Faculty Members:

Name: Jesper Doepping, Ph.D.

Email: jesper.dop@mahidol.ac.th

Telephone: 02-700-5000 ext. 4436

Office:

Office Hours: Mondays and Wednesdays 9-10 am and 4-5 pm.

6. Trimester/Academic Year: TIII/2018-2019

Mondays and Wednesdays, 10.00-11.50 (Dr. Jesper)

Mondays and Wednesdays, 12.00-13.50 (Dr. Jesper)

Mondays and Wednesdays, 14.00-15.50 (Dr. Jesper)

Saturday 8.00-12.00 (Dr. Wallapa)

7. Pre-requisites:

None

DESCRIPTION AND OBJECTIVES

1. Course Description

Thai	
English	Management, Leadership, Organization-environment; Organizational structure, bureaucracy and division of work; Organizations technology and space; Organizational culture and identity; groups and teams; personality and identifications in organizations; Intentionality, Max (U), love and emotions in organizations; organizational and individual learning, decisions, promises, mindfulness and the stupidity paradox; organizational change. Organization as an experience and work as aesthetic performance, power and politics in organizations; managing entrepreneurial and innovative organizations; managing global and virtual organizations

2. Course Objectives

Students should at the end of the course be able to diagnose business problems and recommend appropriate solutions when approaching and understanding organizations structures, cultures, social and individual processes as they are commonly experienced by employees, teams, and managers. The course is approached from a management and work team member approach. The course is a case based. Student should at the end of the course have the ability to analyze and describe the present situation of a case from 3 different perspectives and analytical levels, present pro's and cons of the present situation, and suggest changes to the organisational and individual processes in the organisation given the specific organisations competitive and market situation.

MUIC BA Learning Goal/ Objectives:

LG1	Teamwork	Students are able to demonstrate an ability to work in a team.
LG2	Analytical skills	Students are able to think critically and to logically arrive at conclusions.
LG3	Innovativeness	Students are able to generate innovative business solutions.
LG4	Ethics & Sustainability	Students are able to assess ethical implications of business practices and to describe the importance of sustainability in business.
LG5	Management	Students are able to explain management concepts and to accomplish tasks within a changing business environment.

Assessment of Learning Outcomes:

PLOs	CLOs	Assessment
<p>PLO 5.1 Students can demonstrate knowledge of main business functions and organizational management</p>	<p>CLO1 Understand and analyze multilevel organizational processes from different theoretical and practical perspectives.</p>	<p>2 X Presentation, Class participation, 2 X Written Cases Quiz Final exam</p>
	<p>CLO2 Integrate the different theoretical perspectives into managerial and practical solutions for organizing, planning and controlling the development of the organization.</p>	<p>2 X Presentation, Class participation, 2 X Written Cases Quiz Final exam</p>
	<p>CLO3 Examine management and organizational opportunities and constraints.</p>	<p>2 X Presentation, Class participation, 2 X Written Cases Quiz Final exam</p>
<p>PLO 1.3 Students can demonstrate their ability to collaborate effectively with others</p>	<p>CLO4 Work in teams and take responsibility for the team results.</p>	<p>2 X Presentation, 2 X Written Cases</p>



TEACHING AND EVALUATION PLANS

1. Teaching Plan

Date	Topic	Lecture/ Class discussion	Hours	Online Sessions	On- Campus	CLO	Teaching Methods	Assessment	Rubric	Literature	Instructor
Week 1 07.09	Introduction to MOB different perspectives, Imagined futures, innovative enterprises, psychological safety	Exercise and Video: Dare to disagree	2		X	CLO1- 4	Zoom Interactive, Recorded videos	Participation		Course syllabus Beckert & Bronk (2018) Clegg et al chp. 1	Jesper Dopping
09.09	Modern organizations, the inherent hierarchy of authority and sensemaking		2		X	CLO1- 4	Zoom Interactive, Recorded videos	Participation, Case	Presentation, participation,	Clegg et al chp 1 Freeland et al 2018 Kurdesia 2017	JESPER DOPPING
Week 2 14.09	Managing organizational design 1 – the environment Managing in a globalized world	Case: Team collapse	2		X	CLO1- 4	Zoom Interactive, Recorded videos, Team discussion	Participation, Case, submitted writing	Presentation, participation, Written Case	Clegg et al chp 13 Santos et al 2009 Hatch, p. 57-78	JESPER DOPPING

Date	Topic	Lecture/ Class discussion	Hours	Online Sessions	On- Campus	CLO	Teaching Methods	Assessment	Rubric	Literature	Instructor
16.09	Managing technologies	Case: Supercell	2		X	CLO1-4	Recorded videos, Team discussion	Participation, Case, submitted writing, quiz	Presentation, participation, Written Case	Hatch 127-136 Leonardi, 2011 Elsbach, (2018).	JESPER DOPPING
Week 3 21.09	Managing organizational design 2 – designing for innovation		2	X		CLO1-4	Zoom Interactive, Recorded videos, Team discussion	Participation, Case, submitted writing	Presentation, participation, Written Case	Clegg et al chp 14 Mintzberg 1983 Miller & Power 2013	JESPER DOPPING
23.09	Managing Principles and tasks	Case: Wildfire Entertainment: Organizational Structure Archetypes	2		X	CLO1-4	Recorded videos, Team discussion	Participation, Case, submitted writing, quiz	Presentation, participation, Written Case	Clegg et al chp 13 Benoit-Barne 2017	Jesper Dopping
Week 4 28.09	Leadership, sensemaking, following		2	X		CLO1-4	Zoom Interactive, Recorded videos, Team discussion	Participation, Case, submitted writing	Presentation, participation, Written Case	Clegg et al chp. 3 Alvesson 2017, 1, 2, 6 & 8 Ancona et al 2007	Jesper Dopping
30.09	Managing conflicts	Case: Growing Managers	2		X	CLO1-4	Recorded videos, Team discussion	Participation, Case, submitted writing, quiz	Presentation, participation, Written Case	Clegg et al chp 7 Marrewijk, et al(2016).	Jesper Dopping
Week 5 05.10	Managing power and politics		2	X		CLO1-4	Zoom Interactive, Recorded videos, Team discussion	Participation, Case, submitted writing	Presentation, participation, Written Case	Clegg et al chp p. 253-272 Schildt, H. et al(2020).	Jesper Dopping
07.10	Managing cultures	Case: Endesa Chile: Raising the Ralco	2		X	CLO1-4	Recorded videos, Team discussion	Participation, Case, submitted writing, quiz	Presentation, participation, Written Case	Clegg et al chp 6 Hatch P188-191	Jesper Dopping

Date	Topic	Lecture/ Class discussion	Hours	Online Sessions	On- Campus	CLO	Teaching Methods	Assessment	Rubric	Literature	Instructor
										Giorgia et al 2015	
Week 6 12.10	Managing identities and cultural resources		2	X		CLO1-4	Zoom Interactive, Recorded videos, Team discussion	Participation, Case, submitted writing	Presentation, participation, Written Case	Gioia et al 2013 Rindova et al 2011	Jesper Dopping
14.10	Modes of organizing, emotions, values or Max(U), love & motivation in business.	Case: Tony Hsieh at Zappos: Structure, Culture and Radical Change	2		X	CLO1-4	Recorded videos, Team discussion	Participation, Case, submitted writing, quiz	Presentation, participation, Written Case	Clegg et al 38-56 Alvesson 2017, chp. 7 Maitlis et al 2013	Jesper Dopping
Week 7 19.10	Individuals and identities, sensebreaking and sensegiving.		2	X		CLO1-4	Zoom Interactive, Recorded videos, Team discussion	Participation, Case, submitted writing	Presentation, participation, Written Case	Clegg et al 56-73 Ashforth 2008	Jesper Dopping
21.10	Managing teams and teamwork	Case: UAE Exchange: The RACE to Positive Organizational Change	2		X	CLO1-4	Recorded videos, Team discussion	Participation, Case, submitted writing, quiz	Presentation, participation, Written Case	Clegg et al chp 3 Lencioni 2001,185-220. Edmondson, et al 2018	Jesper Dopping
Week 8 26.10	Managing narratives, communication and change.		2	X		CLO1-4	Zoom Interactive, Recorded videos, Team discussion	Participation, Case, submitted writing	Presentation, participation, Written Case	Clegg et al chp 9 Hernes et al 2015	Jesper Dopping
28.10	Managing knowledge and learning	Case: National Air	2		X	CLO1-4	Recorded videos, Team discussion	Participation, Case, submitted writing, quiz	Presentation, participation, Written Case	Clegg et al chp 10	Jesper Dopping

Date	Topic	Lecture/ Class discussion	Hours	Online Sessions	On- Campus	CLO	Teaching Methods	Assessment	Rubric	Literature	Instructor
Week 9 02.11	Managing innovation		2	X		CLO1- 4	Zoom Interactive, Recorded videos, Team discussion	Participation, Case, submitted writing	Presentation, participation, Written Case	Clegg et al chp 11 Garud 2014 Islam 2018 Naar, L. (2018).	Jesper Dopping
04.11	Managing change	Case: Curana A & B	2		X	CLO1- 4	Recorded videos, Team discussion	Participation, Case, submitted writing, quiz	Presentation, participation, Written Case	Stouten et al 2018 Panayiotou, et al (2017)	Jesper Dopping
Week 10 09.11	Decisions as promises, Mindfulness and the stupidity paradox		2	X		CLO1- 4	Zoom Interactive, Recorded videos, Team discussion	Participation, Case, submitted writing	Presentation, participation, Written Case	Clegg et al 272-284 Alvesson et al 2012. Mouritzen et al 2016	Jesper Dopping
11.11	Managing for conspicuous consumption: Organization as an experience and work as affective economics	Case: Oticon	2		X	CLO1- 4	Recorded videos, Team discussion	Participation, Case, submitted writing, quiz	Presentation, participation, Written Case	TBA	Jesper Dopping
Week 11 16.11	Managing in a globalized world		2	X		CLO1- 4	Zoom Interactive, Recorded videos, Team discussion	Participation, Case, submitted writing	Presentation, participation, Written Case	Clegg et al chp 15 Chan et. Al 2018	Jesper Dopping
18.11	Managing corporate social responsibility Deadline 20th March 9:00 am	Case IKEA	2		X	CLO1- 4	Zoom Interactive, Recorded videos, Team discussion	Participation, Case, submitted writing	Presentation, participation, Written Case	Clegg et al chp 12	Jesper Dopping

Date	Topic	Lecture/ Class discussion	Hours	Online Sessions	On- Campus	CLO	Teaching Methods	Assessment	Rubric	Literature	Instructor
Week 12 23.11	Project presentation: G1- 5 <u>Please check below***</u>		2		X	CLO1- 4	Zoom Presentations	Group project Presentation	Presentation, participation, Written Case	All	Jesper Dopping
25.11	Project presentation: G6- 10 <u>Please check below***</u>		2		X	CLO1- 4	Zoom Presentations	Group Project Presentation	Presentation, participation, Written Case	All	Jesper Dopping
	Final exam – open book 18:00-20:50		3		X	CLO 1-3	Individual work	Individual case response	Written Case analysis	All	Jesper Dopping



2. Evaluation Plan

Methods/ Activities	Description	Week	Percentage
Final Examination	Is an application and analysis using theories and models on a real case. The Final exam is an open book exam.	13	30%
Quizzes	Quizzes based on books and video lecture	2-11	10%
1 st Group project – 1 case solutions	Presentation of one perspective on a classical discussion. The perspective will be countered by an opposing perspective.	3-7	20%
1 st Group Project	A long case analysis that covers all theoretical subjects covered.	2-6	5%
2 nd Group assignment	Final group project is an analysis of a concrete case, with the purpose of solving the business issue, using all subjects covered	5 & 8	20%
Group presentation of 2 nd assignment.	Presentation of key analytical perspectives on the case and suggested management & organizational solutions.	12	5%
Class Participation	Judged quantitatively based on sticks distributed	1-12	10%

3. Course Assessment

Raw Score	Grade
90 – 100	A
85 – 89	B+
80 – 84	B
75 – 79	C+
70 – 74	C
65 – 69	D+
60 – 64	D
< 60	F



Presentation Rubric

	F & D (≤ 69)	C (≥ 70)	B (≥ 80)	A (≥ 90)
Organization & Content (10%)	Presentation has no logical sequence of information, content is disorganized, irrelevant, or inaccurate	Audience has difficulty following the presentation, unsupported assertions or illogical conclusions	Logical sequence of information allows the audience to follow presentation from introduction through conclusion, assertion support chain evident	Information presented in logical, interesting, and flowing sequence from introduction through conclusion & content depth supports assertions and recommendations
Research, Subject Knowledge, Resources (50%)	Presenter does not have an accurate grasp of information and cannot intelligently answer questions about the subject, plagiarism	Basic knowledge of subject is demonstrated, but elaboration is minimal or presenter fails to answer questions, references missing or limited research	Presenter demonstrates in-depth subject knowledge, is at ease with material, answers questions thoroughly, solid research with cited references	Presenter demonstrates expertise in subject through clear and concise explanation, elaboration, question and answer, and key points delivery. Credible, in-depth, and accurate research and data analysis with cited references that supports presentation
Visual Aids (10%)	Presentation has spelling and grammatical errors, is irrelevant, or difficult to interpret	Limited visual aids support presentation	Presentation has relevant visual aids that provide evidence to support assertions and recommendations	Clear and creative visual aids enhance the presentation, reinforce key points, and engage the audience
Delivery (30%)	Presenter reads slides, mumbles, speaks too quietly, has little to no eye contact, and has many non-word or filler interjections (um, uhh, ahh, well, so, etc.)	Presenter's pace is too slow or fast, jumps around, voice is low or unclear, multiple interjections distract audience, or fails to elaborate on key findings.	Presenter clearly and effectively communicates key ideas, speaking and pace comfortable for audience	Presenter clearly and effectively communicates ideas and engages the audience; concise highlighting of key points is engaging

Written case Rubric

	A≥90	B≥80	C ≥70	D≥60	F≤ 59
Understanding and application of course theories/ concepts - 20%	Excellent knowledge of the theories/ concepts shown	Very good knowledge of the theories/ concepts shown	Adequate knowledge of the theories/ concepts demonstrated.	Several errors or omissions in knowledge of theories/concepts	Fails to demonstrate knowledge of the theories/concepts
Case analysis – 20%	Insightful throughout. Completely developed all relevant information	Specific, solid. Less carefully developed. Some insight	Appropriate. Lacks depth or should be more specific. Identified only the main issues	Vague, obvious, underdeveloped, or too broad. One or more main issues not identified. Limited evidence of critical thinking.	Several main issues not identified. Oversimplified, vague, unclear, or cannot be understood. Little or no evidence of critical thinking
Synthesis of course theories/ concepts and case analysis - 30%	Convincingly interpreted and linked to theories/ concepts. Considers context and limits of position where appropriate	Relevant. Appropriately interpreted and linked to main theories/concepts	Some obvious or superficial connections to theories/concepts	A few generalized connections made. Connections not clearly linked to case	No clear connections between the facts of the case and relevant theories/concepts
Business judgment – 15%	Thorough understanding of the application of related business concepts and judgment to the case	Good business judgment, logical reasoning, and some understanding of related course concepts	Some sound business reasoning applied	Shows limited application of business reasoning. May have a few minor errors of fact	Inappropriate, and/ or off-topic generalizations, faulty assumptions, or major errors of fact
Organization – 10%	Organizational strategy creates a persuasive logical flow with smooth transitions	Organizational strategy contributes to understanding. Most transitions are smooth	Appropriate but unevenly developed. Should do more to support the logical flow of the paper, May have a few awkward/missing transitions	Inappropriate and/ or inconsistent organization. Hard to follow the logical flow. Several poor/missing transitions	No organizational strategy is evident. Rambles. Connections between paragraphs are confusing. Sentences within some paragraphs are unrelated
Documentation of sources (if applicable) – 5%	Thoroughly documented in proper format.	Sources are almost always carefully documented	Sources mostly documented, occasional misses	Sources are poorly documented	Documentation is inappropriate or absent



TEACHING MATERIAL AND RESOURCE

1. Required Reference List

Required Text Book: Managing & Organizations – An introduction to theory and practice 5th edition
Authors: Clegg, Kornberger, Pitsis, Mount
Publisher: Sage Publishing
ISBN: 978-0-19-060309-1

Other Literature

Alvesson, M. Blom, M. & Svenningsson, S. (2017) Reflexive leadership in an imperfect world. Sage London. Chp. 1, 2, 6, 7, 8.

Alvesson, M. & Spicer, A. (2012) A stupidity-based theory of organizations. *Journal of Management Studies*, 49(7).

Ancona, D.; Malone, T. W.; Orlikowski, W. J.; Senge, P. M. (2007) In praise of the incomplete leader. *Harvard Business Review*, Vol. 85 Issue 2, p92-100

Ashforth, B. E. (2008). Identification in Organizations: An Examination of Four Fundamental Questions, *Journal of Management*, Vol. 34 No. 3, 325-374

Beckert, J. & Bronk (2018).

Benoit-Barné, C., & Fox, S. (2017). Authority. *The International Encyclopedia of Organizational Communication*, 1–13

Chan, A., Clegg, S., & Warr, M. (2018). Translating intervention: When corporate culture meets Chinese socialism. *Journal of Management Inquiry*, 27(2), 190–203.

Dunne, D. & Dougherty, D. (2016) Abductive reasoning: How innovators navigate in the labyrinth of complex product innovation. *Organization Studies*, Volume: 37 issue: 2, pp 131-159

Edmondson, A. & Harvey, J.-F. (2018). Cross-boundary teaming for innovation: Integrating research on teams and knowledge in organizations. *Human Resource Management Review* 28, 347–360

Elsbach, K. D., & Stigliani, I. (2018). Design thinking and organizational culture: A review and framework for future research. *Journal of Management*, 44(6), 2274–2306.

Freeland, Robert F., & Ezra W. Zuckerman Sivan (2018). “The Problems and Promise of Hierarchy: Voice Rights and the Firm.” *Sociological Science* 5: 143-181.

Garud, R; Schildt, H; & Lant, T.K. (2014) Entrepreneurial Storytelling, Future Expectations, and the Paradox of Legitimacy. *Organization Science*

Gioia, Patvardadhan, Hamilton, Corley (2013) Organizational Identity Formation and Change. *The Academy of Management Annals*, 2013 Vol. 7, No. 1, 123–193

- Giorgi, S., Lockwood, C. & Glynn, M. A (2015) The Many Faces of Culture: Making Sense of 30 Years of Research on Culture in Organization Studies, *The Academy of Management Annals*, 9:1
- Hatch, M. J. (2013). *Organization Theory: Modern, symbolic and postmodern perspectives*. Oxford. P. p. 58-78, 127-136, 188-191
- Hernes, T., hendrup, E., Schaffner, B. (2015). Sensing the Momentum: A Process View of Change in a Multinational Corporation. *Journal of Change Management*, Vol. 15, No. 2, 117–141
- Islam, Endrissat, & Noppeney (2016) Beyond ‘the Eye’ of the Beholder: Scent innovation through analogical reconfiguration. *Organization Studies* p. 1-27
- Kudesia R. S. (2017). *Organizational Sensemaking in Industrial and Organizational Psychology*
- Lencioni, P. (2001), *The Five Dysfunctions of a team: A Leadership Fable*. Jossey-Bass, p. 185-220
- Leonardi, P. M. (2011) When Flexible Routines Meet Flexible Technologies: Affordance, Constraint, and the Imbrication of Human and Material Agencies *MIS Quarterly* Vol. 35, No. 1, pp. 147-167
- Marrewijk, A. van, Ybema, S., Smits, K., Clegg, S., & Pitsis, T. (2016). Clash of the titans: Temporal organizing and collaborative dynamics in the panama canal megaproject. *Organization Studies*, 37(12), 1745–1769.
- Maitlis, S., Vogus, T. J., & Lawrence, T. B. (2013). Sensemaking and emotion in organizations. *Organizational Psychology Review*, 3(3), 222–247.
- Miller & Power (2013). Accounting, Organizing, and Economizing: Connecting Accounting Research and Organization Theory. *The Academy of management Annals*, vol. 7, No, 1 557-605.
- Mintzberg, H. (1983) *Structures in fives: Designing effective organizations*. Prentice-Hall
- Mouritsen, J. & Kreiner, K. (2016) Accounting, decisions and promises. *Accounting, Organizations and Society* 49, p. 21-31
- Naar, L., & Clegg, S. (2018). Models as strategic actants in innovative architecture. *Journal of Management Inquiry*, 27(1), 26–39.
- Panayiotou, A., Putnam, L. L., & Kassinis, G. (2017). Generating tensions: A multilevel, process analysis of organizational change. *Strategic Organization*.
- Rindova, Dalpiaz, and Ravasi (2011): A Study of Organizational Use of New Cultural Resources in Strategy Formation. *Organization Science* 22(2), pp. 413–43
- Santos, F.M. & Eisenhardt, K. (2009). Constructing markets and shaping boundaries: Entrepreneurial power in nascent fields. *Academy of Management Journal* Vol. 52, No. 4, 643–671.
- Schildt, H., Mantere, S., & Cornelissen, J. (2020). Power in Sensemaking Processes. *Organization Studies*, 41(2), 241–265. <https://doi.org/10.1177/0170840619847718>
- Stouten et al 2018 *Successful Organizational Change: Integrating the Management Practice and Scholarly Literatures* *Academy of management Annals*

ONLINE INSTRUCTIONAL GUIDELINE:

I. Technical requirement

- a. Basic computer with video and audio equipment
- b. USB headset with microphone – if not included in existing hardware.
- c. Computer with updated operating system i.e. Microsoft Windows, Mac
- d. Internet connection
- e. Zoom (*you must register for a Zoom account and install the software*)
- f. Turnitin (*you must create a Turnitin profile*)
- g. mahidol.edu account (*you must register for an account*)
- h. You must have gained access to MUIC-elearning
- i. The class will have a secret facebook group to ease communication. Details will be provided on the first day

II. Instructional guideline

- a. Joining the classroom – discussion based LIVE session will be conduct via Zoom (*provide link and access code*).
 - i. Topic: MOB classes section 1, 2, 3 Introduction day
 - ii. Time: Apr 27, 2020 10:00, 12:00, 14:00 Bangkok
 - iii. Join Zoom Meeting:

<https://us02web.zoom.us/j/849100821?pwd=L3VQdXhwSyvTUhJMkVu dk5zeUxCQT09>

Meeting ID: 849 100 821

Password: 001763

- b. Traditional lectures – will be provided through recorded video clip with power point presentation. Students can access via MUIC e-learning platform
- c. Accessing course material – other course materials such as assignment can be access via MUIC e-learning platform
- d. Submitting class assignments – All assignments for this course will be submitted electronically at Turnitin.com
- e. Taking quiz and examination
 - i. Google Classroom – will be applied for weekly written assignments of 1000-1200 words.
 - ii. Quiz will be conducted on MUIC-learning during class time.
 - iii. Final exam will be released on MUIC E-Learning *All exams must be submitted on Turnitin!*

III. Communication guideline

- a. We will use the following means of communication.
 - i. Secret facebook group, for all urgent questions and reminders.
 - ii. Google classroom will be used for feedback and discussion of weekly submitted papers.
 - iii. Zoom is our live discussion and interaction forum

- iv. MUIC elearning is your recourse for readings, pre-recorded lectures, reading guidelines and quizzes.

IV. Netiquette guideline

- a. Normal politeness, is required, posting of material that are not relevant will not be accepted.
- b. At all Zoom classes please sign under your nickname and MUIC ID no.
- c. Attendance is required for the entire class.
- d. During class video must be on at all times, in a manner which makes your face visible.
- e. When you are not presenting or speaking have your microphone on mute. When you are talking use the space key on your keyboard

V. Virtual Office hours

- a. Facebook Closed Group (*Please call me during office hours*).
- b. I will be available at my office hours on Zoom every week.
- c. E-Mail (*Please send me an e-mail to arrange an appointment*)

VI. Assessment of online participation and attendance

Students are expected to participate in all online activities as listed on course calendar. Attendance will be checked according to your login to access e-learning course material and well as name calling at the beginning of live session. Once the live session is on, you are required to turn on your camera at all time.

- i. Google Classroom (*Please add your name to spreadsheet*)
- ii. Facebook (*Please type your name before each lecture*)

Online Weekly Checklist for students.

Week 1:

Monday:

- _____ Logon to class e-learning to check class announcement
- _____ Sign up for the secret facebook group.
- _____ Attend LIVE session on class introduction via Zoom
- _____ View All the relevant recorded lectures (each is about 10 minutes long)
- _____ Sign in to Google classroom with code
- _____ Read assigned reading and in particular the case "Team collapse"

Wednesday:

- _____ Get Zoom code meeting and password on facebook/MUIC elearning
- _____ Attend LIVE session – your first "case discussion – Team collapse"
- _____ View All the relevant recorded lectures (each is about 10 minutes long)
- _____ Read assigned reading – and see the case for monday

Week 2, 3, 4, 5, ...

Monday

- _____ Get Zoom code meeting and password on facebook/MUIC elearning
- _____ Attend LIVE session – for class case analysis or debate.
- _____ View All the relevant recorded lectures (each is about 10 minutes long)
- _____ Read assigned reading.
- _____ Get the week's question for written assignment for the 1st/2nd group project
- _____ Have an online meeting with your team in order to discuss the question.
- _____ Prepare questions for Wednesday to theory, and the case.

Wednesday

- _____ Get Zoom code meeting and password on facebook/MUIC elearning
- _____ Attend LIVE session at your allotted time for feedback, questions, to theories, the case, last weeks written assignment.
- _____ View All the relevant recorded lectures (each is about 10 minutes long)
- _____ Read assigned readings.
- _____ Have an online meeting with your team in order plan your writing.
- _____ Saturday at 12:00 upload in google classroom your answer and analysis to the weekly question.
- _____ Sunday prepare and read case/discussion theme live case analysis and debate.

REPEAT UNTIL WEEK 12

COURSE POLICY

Academic Dishonesty

Academic dishonesty is prohibited at MUIC. It is a serious offense because it diminishes the quality of scholarship and makes accurate evaluation of student progress impossible. ***Please refer and adhere to the rules and regulations regarding an academic dishonesty stated in the Student Handbook.***

Final Examination

The final examination date is arranged by the Office of Academic Affairs. Students must make sure that there is no examination clash on that date and time. Request to change examination time will not be granted. The final exam will be based on an analysis of a case. The final exam is a 3 hour open book exam.

Quizzes

All quizzes will be given at a time chosen by the instructor.

Group presentation

There are 1 case solution presentation and b. one final paper presentation.

Case solutions must be uploaded to turnitin before class, in a power point format. It summarize last class case – max overheads are 6 excluding frontpage. Each group will have 2 presentations, each of a value of 5 points.

Paper presentation is a presentation of a scientific paper. The value of the presentation is 4 points

Group Project

In order to challenge students in applying and synthesizing the knowledge learnt, students are required to present an analysis of a case of its organizational, interpersonal/team, or individual structures or processes. A group presentation will be held on Week 12 to reflect the case.

Group assignment:

In order to facilitate the students understanding of different basic concepts, the students have to make small observational studies applying the concept learned. All assignments will contain some hours of observation, interview or case analysis. The last assignment is an evaluation of your group work based on the different group and individual theories supplied.

Class Attendance and Participation

Attendance is mandatory. Students must attend at least 80% of the total class hours of the course. This is a maximum of 4 absences. Please note that, student arriving 10 minutes late to class will be marked as L – Late. Two L will be counted as one A - Absent. Those whose attendance falls below 80% will not be eligible to attend the final exam, and therefore will receive no grade points for final examination.

Participating in class is important. By contributing with questions, analytical based opinions, and arguing for a certain perspective the student will learn to think and analyze all cases from different positions and will learn to appreciate others view point. The objective will be to develop a supportive learning environment through which students become more comfortable with actively contributing to the class. Class PSD refers to the process of in-class learning involving participation, sharing, and development. The students must contribute a minimum of 20 times (0.5% each) in order to get maximum participation points (10%). More details about the different contributions students can make within class will be discussed in the course introduction.

Uniform Policy

A proper dress code is part of the written policy for student conduct, including exchange and visiting students. MUIC is a high profile institution and it is considered quite an honor to be wearing its uniform. Students are expected to strictly follow the university dress code norms. No cut-off jeans, shorts, mini or short skirts, tank tops or low cut blouses, flip-flops, rubber or plastic sandals, or house slippers are permitted. If the students neglected to wear the proper uniform, he/she will not be allowed to enter the classroom and will be marked as absent on that day.

Calculators

Scientific calculator is required in most of the classes. It is the students' responsibility to bring the calculator for every class. ***Students are not allowed to use smart phones during the quiz and examinations*** and if use, will be considered as violating the examination according to Mahidol University International College policy.

Evaluation and Improvement of Course Management

1. Strategies for evaluating course effectiveness by students
 - Mid-trimester feedback that are anonymous from students
 - Formal student evaluations at the end of trimester with the results monitored by a Program Director
 -
2. Strategies for evaluating teaching methods
 - Peer evaluation based on class visits
 - Formal student evaluations at the end of trimester on teaching methods
3. Improvement of teaching methods
 - Attendance of teaching and learning training/seminars
 - Improvement through Closing the Loop activity using feedbacks from students and results of the evaluation of Course Learning Objectives
 - Dialogue with peers
4. Verification process for evaluating students' standard achievement outcomes in the course
 - Comments from students on learning outcomes and evaluation criteria
 - Formative feedbacks to students' project and papers are communicated to students
 - Evaluations of Course Learning Objectives by faculty members through several evaluation methods recorded in an Assurance of Learning (AoL) report.
5. Review and plan for improving the effectiveness of the course
 - Continuous improvement through Closing the Loop activity using feedbacks from students and results of the evaluation of Course Learning Objectives
 - Formal dialogue among Program Directors, AoL and Curriculum Development subcommittee and responsible faculty members