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| Subject Code | MM5251 |
| Subject Title | Cross-cultural Management |
| Credit Value | 3 |
| Level | 5 |
| Normal Duration | 1 semester (13 weeks) |
| Pre-requisite/ Co-requisite/ Exclusion | None |
| Role and Purposes | This subject aims to introduce students the concepts of culture and cultural differences in the world. It further enables students to evaluate and to communicate the impact of culture and cultural differences on business and management practices, with particular emphasis on Chinese culture. Students will gain self-knowledge and to reflect how to provide feasible solutions for management facing these challenges. This subject contributes to Programme Outcomes: 4 (Self-knowledge and reflection), 5 (Global outlook) and 6 (Ethical thinking) for MSc Business Management and 3 (Cultural impact on China Business) for MSc China Business Studies. |
| Subject Learning Outcomes | Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a) apply appropriate concepts and tools for the analysis of cultural differences and their potential impact on business behaviours and performance; b) understand and act on the implications of cultural differences for decision-making, negotiation, team functioning, and leadership; c) identify potential solutions to the challenges for management raised by the need to manage effectively across cultures; d) evaluate how cultural factors impact upon ethical issues. |
| Subject Synopsis/ Indicative Syllabus | Cultural intelligence and the role of the global manager; alternative schemas for the description, measurement and analysis of culture; cross-cultural aspects of decision-making, negotiation, teamwork, and leadership; managing effective multi-cultural work groups; structuring the multi-national organization; enhancing success of expatriate assignments; becoming an effective global manager of the future; managing ethically across cultural lines. |
| Teaching/Learning Methodology | Lectures will supplement and provide background for many of the key issues covered in the assigned textbook - it is required reading. Students will be tasked to analyze, discuss and present to the whole class some of these issues in their multi-cultural, class groups through a series of in-class questions based on each week's textbook reading. Course-relevant group assignments and in-class presentations of those assignments will be used to strengthen course learning outcomes. Each student will prepare a personal diary of discoveries about Hong Kong citizens and Hong Kong culture by making weekly entries in their "Culture File" during the course. These discoveries will be shared in some classes and submitted as a 13-week diary on the last day of class. |

An individual, take-home essay will be submitted a week after the last class. This essay will be an 800-word [maximum] written report on a topic in cross-cultural management selected from a list of possibilities provided by the teacher a week or more before it is due for submission.

| Assessment Methods in Alignment with Intended Learning Outcomes | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | |
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| | | | a. | b. | c. | d. | | |
| | Continuous Assessment* | 100% | | | | | | |
| | 1. Group assignment on observing cultural differences in a culturally different working environment | 15% | ✓ | ✓ | | | | |
| | 2. Group assignment on each group's internal cultural differences | 10% | ✓ | ✓ | | | | |
| | 3. Group assignment on detecting and analyzing Filipina adaptation to cultural differences in Hong Kong household management | 15% | ✓ | ✓ | | | | |
| | 4. Development of a performance evaluation form to assess each group member's contribution to the success of his or her group's activities during the term. These activities include addressing the teacher's questions to the groups in class and of contributing effectively to its group assignments, written and presented by powerpoint to the whole class (10%). This assessment of each member's contribution to his/her group's performance is worth 20% of each individual's course grade. | 10% + 20% Total = 30% | ✓ | ✓ | ✓ | ✓ | | |

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| <p>4. Individual assignment – 800-word [maximum, excluding references, tables, and figures!] essay, written in Times New Roman, font 12, with citations in text and references on separate page], using APA style and format, checked before submission by Turnitin [with a copy of the Turnitin report attached to a hard copy of the essay]</p> | <p>30%</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> | | |
| <p>Total</p> | <p>100 %</p> | | | | | | |

To pass this subject, students are required to obtain an overall grade of D or above across the 4 components of the Continuous Assessment above.

Explanation of the appropriateness of the assessment methods in assessing the intended programme learning outcomes:

MSc BM:

Self-Knowledge and Reflection (Outcome 4) can be assessed by 2 and 4b

Global outlook (Outcome 5) can be assessed by 3 and 5

Ethical Thinking (Outcome 6) can be assessed by 4a and 5

MSc CBS:

Cultural impact on China Business (Outcome 3) can be assessed by final subject grade.

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

The various learning methods are designed to ensure that all students taking this subject improve their capacity to: 1. engage with each other and with the teacher in cross-culturally effective ways; 2. participate energetically and efficiently in their class activities across the term; and 3. cooperate with their culturally diverse group members in completing four group assignments that require them to observe cultural differences in real-life settings and submit an informative, insightful spoken and written report. The first three of these assignments will be presented to the whole class using powerpoint in cross-culturally effective ways.

The take-home, individual assignment at the end of the course provides students with the opportunity to integrate these learning experiences in a written format addressing the core topics of the course, viz., cross-cultural aspects of decision-making, negotiation, teamwork, and leadership as applied to cross-cultural management settings. Those settings include your class group and the whole class, so that each student comes to realize that the course experience is itself a case study in learning to manage more effectively across cultural diversity.

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| Student Study Effort Expected | Class contact: | |
| | ▪ Lectures and classwork | 39 Hrs. |
| | Other student study effort: | |
| | ▪ Group and self-study work outside of class | 78 Hrs. |
| | Total student study effort | 117 Hrs. |
| Required Reading | <p>Thomas, D. C., & Peterson, M. F. (2018). <i>Cross-cultural management: Essential concepts</i> (4th edition). Thousand Oaks, CA: Sage. (this text is required reading and students are recommended to purchase this book at the campus bookstore or over the web; it is also available on 3-hr reserve at the PolyU library)</p> <p>Bond, M. H. (Ed.) (1986). <i>The psychology of the Chinese people</i>. Hong Kong: Oxford University Press. [now published by Chinese University Press, Hong Kong]</p> <p>Brett, J. M. (2007). <i>Negotiating globally</i> (2nd ed.). San Francisco, CA: Jossey-Bass.</p> <p>Friedman, V. J., & Antal, B. A. (2005). Negotiating reality: A theory of action approach to intercultural competence. <i>Management Learning</i>, 36(1), 69 – 86. https://doi.org/10.1177/1350507605049904</p> <p>Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). <i>Cultures and organizations: Software of the mind</i> (3rd ed.). New York, NY: McGraw-Hill.</p> <p>Huang, X., & Bond, M. H. (Eds.) (2012). <i>Handbook of Chinese organizational behavior: Integrating theory, research and practice</i>. Cheltenham, England: Edward Elgar.</p> <p>Lynton, N., & Thogersen, K. H. (2006). How China transforms an executive's mind. <i>Organizational Dynamics</i>, 35(2), 170-181.</p> <p>Moore, C., & Woodrow, P. (1999). Mapping cultures - Strategies for effective intercultural negotiations. <i>Track Two: Constructive Approaches to</i></p> | |
| Reading List and References | | |

Community and Political Conflict, 8(1), 1-19.

Smith, P. B., Fisher, R., Vignoles, V. L., & Bond, M. H. (2013). *Understanding social psychology across cultures* (2nd ed.). London, England: Sage.

Smith, P. B., Peterson, M. F., & Thomas, D. C. (2008). *The handbook of cross-cultural management research*. London, England: Sage.

Spencer-Oatey, H., & Dauber, D. (2017). The gains and pains of mixed national group work at university. *Journal of Multilingual and Multicultural Development*, 38(3), 219-236.

Spencer-Oatey, H., & Dauber, D., Jing, J., & Wang, L. (2016). Chinese students' social integration into the university community: Hearing the students' voices. *Higher Education*. doi:10.1007/s10734-016-0074-0

Thomas, D. C., Liao, Y., Aycan, Z., Cerdin, J.-L., Pekerti, A. A., Ravlin, E. C., ... van de Vijver, F. (2015). Cultural intelligence: A theory-based, short form measure. *Journal of International Business Studies*, 46(9), 1099–1118. (for the SFCQ measure, see:

<https://link.springer.com/article/10.1057/jibs.2014.67>)