

<b>Subject Code</b>	MM5251
<b>Subject Title</b>	Cross-cultural Management
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Normal Duration</b>	1 semester (13 weeks)
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	None
<b>Objectives</b>	This subject aims to introduce students to the concepts of culture and cultural differences across the world. It further enables students to evaluate and to communicate sensibly about the impact of culture and cultural differences on business and management practices, with particular emphasis on Chinese culture in contrast to other cultures. Students will gain self-knowledge about themselves as cross-cultural actors and reflect on how to provide feasible solutions for management facing these challenges at any level in an organization. This subject contributes to Program Outcomes: 4 (Self-knowledge and reflection), 5 (Global outlook) and 6 (Ethical thinking) for the MSc in Business Management and 3 (Cultural impact on China Business) for the MSc in China Business Studies.
<b>Intended Learning Outcomes</b>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> <li>a) apply appropriate concepts and tools for the analysis of cultural differences and their potential impact on their own and other's business behaviours, interpersonal processes, and team performance.</li> <li>b) understand and act on the implications of cultural differences for decision-making, negotiation, team functioning, and leadership.</li> <li>c) identify potential solutions to the challenges for management raised by the need to manage effectively across contemporary cultural circumstances.</li> <li>d) evaluate how cultural factors impact upon ethical issues in management.</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus</b>	Cultural intelligence, personality attributes, and the role of the global manager in effective cross-cultural management; alternative schemas for the description, measurement, and analysis of culture at the national, organizational, and team levels; cross-cultural issues in 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.
<b>Teaching/Learning Methodology</b>	Lectures will complement and provide background for many of the key issues covered in the assigned textbook. The complete textbook, along with any assigned readings, are required; student mastery of their content will be assessed.

Each student will maintain a personal “Culture File” throughout this course. Individual tasks will be assigned in each lecture for students to complete before the next lecture. This Culture File will be submitted for evaluation after Lecture 6 [Part 1] and Lecture 12 [Part 2].

Students will join a multi-cultural team of five members chosen from among their class members during the second lecture. These teams will work together to analyze and complete two written assignments of cross-cultural management scenarios due for submission in lecture week 5 and in lecture week 9. The first assignment will be presented by each student’s team to the whole class and the team’s presentation evaluated during the fifth lecture.

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

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (ticked as appropriate)					
			a.	b.	c.	d.		
	<b>Continuous Assessment*</b>	<b>100%</b>						
1. Team assignment: Observing cultural differences in behavior in a culturally different working environment in Hong Kong	15%	✓	✓	✓	✓			
2. Team assignment: Detecting cultural differences in Hong Kong household management from those in Indonesia and analyzing employed Indonesian female helper’s adaptation to these cultural differences.	20%	✓	✓	✓	✓			
3. Each student’s personal Culture File, submitted twice (after Lecture 6 and Lecture 12).	15% + 20% = 35%	✓	✓					

4. Individual, take-home assignment – 850-word essay on topic provided after Lecture week 13.	30%	✓	✓	✓	✓		
Total	100 %						

To pass this subject, students are required to obtain Grade D or above in the overall subject grade.

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

MSc in BM:

Self-Knowledge and Reflection (Outcome 4) can be assessed by 3 and 4.

Global outlook (Outcome 5) can be assessed by 1, 2, 3, and 4.

Ethical Thinking (Outcome 6) can be assessed by 1, 2, and 4.

MSc in CBS:

Cultural impact on China Business (Outcome 3) can be assessed by 1, 2, and 4.

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

The various learning methods to be used 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 various class activities across the term; and 3. cooperate fairly and harmoniously with their culturally diverse team members in completing two group assignments that require them to discover cultural differences in realistic settings; and 4. submit an informative, insightful, and professionally written report on these differences and how they may be better managed.

The individual, take-home assignment at the end of the course provides students with the opportunity to integrate all 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. Note that cross-cultural management settings include the class teams and the whole class, so that each student comes to realize that the course experience itself is a case study in learning to manage more effectively across settings characterized by cultural diversity.

<b>Student Study Effort Expected</b>	Class contact over 13 weeks of lectures	
	▪ Lectures and classwork	3hrs. X 13 = 39 hrs.
	Other student study effort:	
	▪ Team and self-study work outside of class	6hrs. X 13 = 78 hrs.
	Total student study effort	117 hrs.
<b>Required Reading</b>	<p>Thomas, D. C., &amp; Peterson, M. F. (2018). <i>Cross-cultural management: Essential concepts</i> (4<sup>th</sup> edition). Sage. (This text is <u>required reading</u> 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>	
<b>Reading List and References</b>	<p>Adler, N. J., &amp; Aycan, Z. (2018). Cross-cultural interaction: What we know and what we need to know. <i>Annual Review of Organizational Psychology and Organizational Behavior</i>, 5, 307–333.  <a href="https://doi.org/10.1146/annurevorgpsych-032117-104528">https://doi.org/10.1146/annurevorgpsych-032117-104528</a></p> <p>Berry, J. W. (2018). Ecocultural perspective on human behavior: Social, ecological, and cultural perspectives. In A. Uskul &amp; S. Oishi (Eds.), <i>Socioeconomic environment and human psychology</i> (pp. 1 – 18).</p> <p>Bird, A., &amp; Mendenhall, M. E. (2016). From cross-cultural management to global leadership: Evolution and adaptation. <i>Journal of World Business</i>, 51(1), 115–126.</p> <p>Corner, A. J., et al. (2021). Intercultural competencies for emerging markets: A contextualized approach. <i>International Business Review</i>, 30(3).  <a href="https://doi.org/10.1016/j.ibusrev.2020.101792">https://doi.org/10.1016/j.ibusrev.2020.101792</a></p> <p>Gelfand, M. J., &amp; Brett, J. M. (2019). Big questions for negotiation and culture research, <i>Negotiation and Conflict Management Research</i>, 12(2),</p>	

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<https://doi.org/10.1057/s41267-020-00365-3>
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- 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.
- Taras, V., & Roney, J. (2007) Effects of cultural diversity on in-class communication and student project team dynamics: Creating synergy

	<p>in the diverse classroom, <i>International Studies in Educational Administration</i>. 35(2), 66-81.</p> <p>Thomas, D. C., et al. (2015). Cultural intelligence: A theory-based, short form measure. <i>Journal of International Business Studies</i>, 46(9), 1099–1118.</p> <p>(For the SFCQ measure, see p. 17 of this article posted on our Blackboard Content)</p> <p>Watson, W., et al. (2008). Team processes, team conflict, team outcomes, and gender: An examination of US and Mexican learning teams. <i>International Journal of Intercultural Relations</i>, 32, 524 –537.</p>
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