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 contributes to the achievement of the Faculty of Business MBA and MSc China Business Studies Learning Outcomes by enabling students to *"evaluate and be able to communicate the impact of culture on business and management practice, with particular emphasis on Chinese culture."* (Outcome 3).
Subject Learning Outcomes	Upon completion of the subject, students will be able to: 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. e) communicate at a level of effectiveness appropriate for business purposes.
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. Students will be required to analyze some of these issues in their multi-cultural class groups through a series of in-class questions based on each week's textbook reading, group assignments, and in-class presentations of those assignments. Each student will prepare a personal diary of discoveries about Hong Kong 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 your last class. This individual 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)				
			a.	b.	c.	d.	e.
	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%	✓	✓			✓
	4a. 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, including addressing questions to the groups in class and of contributing effectively to its group assignments.	10%	✓	✓	✓	✓	✓
	4b.This assessment of each member's contribution to his/her group's performance is worth 20% of each individual's course grade.	20%					
	5. 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 last page], APA style and format, checked before submission by Turnitin [with a copy of the Turnitin report attached to the essay]	30%	✓	✓	✓	✓	✓
	Total	100 %					

Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.

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 learning outcomes

The various learning methods are designed to ensure that all students taking this subject 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 in completing four group assignments that require them to observe cultural differences in real-life settings and submit an informative and insightful 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 class itself, so that the course experience is itself a case study.

Student Study Effort Expected	Class contact:	
	▪ Lectures and classwork	39 Hrs.
	Other student study effort:	
	▪ Group and self-study work	78 Hrs.
	Total student study effort	117 Hrs.

Required Reading	Thomas, D. C., & Peterson, M. F. (2018). *Cross-cultural management: Essential Concepts* (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)
Reading List and References	Bond, M. H. (Ed.) (1986). *The psychology of the Chinese people*. Hong Kong: Oxford University Press. [now published by Chinese University Press, Hong Kong]
	Brett, J. M. (2007). *Negotiating globally* (2nd ed.). San Francisco, CA: Jossey-Bass.
	Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and organizations: Software of the mind* (3rd ed.). New York, NY: McGraw-Hill.
	Huang, X., & Bond, M. H. (Eds.) (2012). *Handbook of Chinese organizational behavior: Integrating theory, research and practice*. Cheltenham, England: Edward Elgar.
	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, 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