MGMT 3404 Cross-Cultural Management
2021-2022 Second Semester

I. Information on Instructor and TA:

Position	Name	Email	Phone	Office
Instructor	Dr. Yiwen ZHANG	zhangyiwen@hku.hk	3917- 1615	KK 716
Teaching Assistant	Mr. Alex POON	ccpoon@hku.hk	3917- 4467.	KK 605
			(Office Hour: By appointment)	

II. Class Meeting Time:

The class meets three hours weekly (Monday 14:30 – 17:20) from January 17, 2022 to April 25, 2022 excluding the reading week (Mar 7) and public/university holidays (Jan 31, Feb 7, and Apr 18).

III. Learning Materials:

Required cases and reading materials will be provided in hard copies in class or soft copies via Moodle. The following textbook is recommended for additional reading:

Ahlstrom, D., & Bruton, G. D. (2009). International Management: Strategy and Culture in the Emerging World. Publisher: South-Western Cengage

III. Course Description:

The trend of globalization in business requires organizational members, especially managers, to effectively accomplish international assignments, to collaborate with and lead cross-cultural teams, and to manage the increasingly diverse workforce. Therefore, managers need to acquire cultural competencies that go beyond traditional managerial competencies. We will focus on organizational behavior and human resource management issues in multinational organizations.

IV. Course Objectives
1. Introduce the key concepts and main theoretical frameworks of culture
2. Introduce how cultural differences may impact the management of individuals, teams, and organizations.
3. Introduce effective human resource management practice in multinational organizations.
4. Develop students' teamwork and leadership skills
5. Develop students' critical and creative thinking abilities
6. Develop students' cultural awareness and intelligence

V. Course Learning Outcomes (CLOs):
By the end of the course, students should be able to:

CLO1. Demonstrate relevant knowledge, skills, and abilities when presented with cross-cultural management problems in multinational organizations.
CLO2. Demonstrate understanding and respect for culture difference.
CLO3. Apply theoretical frameworks in analyzing culture and related management problems.
CLO4. Provide critical and creative solutions for cross-cultural management problems.
CLO5. Prepare and present structured presentations and reports.

VI. Alignment of Faculty Learning Goals and Course Outcomes:

Faculty Learning Goals (FLGs)	Course Learning Outcomes
1. Acquisition and internalization of knowledge of the programme discipline	CLO1, CLO2, CLO3, CLO4
2. Application and integration of knowledge	CLO1, CLO2, CLO3, CLO4
3. Inculcating professionalism	CLO2, CLO3, CLO4, CLO5
4. Developing global outlook	CLO1, CLO2, CLO3, CLO4
5. Mastering communication skills	CLO5
6. Cultivating leadership	CLO2, CLO3, CLO4, CLO5

VII. Teaching and Learning Activities (Expected Contact Hours/ % of Study Load):
1. *Lectures (30 hours / 30%)*
   Interactive lectures on major concepts and issues with PowerPoint slides are conducted.
2. *In-class Activities (10 hours / 10%)*
   Students are invited to participate in class activities and share their views and feelings.
3. *Videos (5 hours / 5%)*
   Students are invited to discuss specific sets of questions based on the videos shown in class.
4. *Group Case Analysis (30 hours / 30%)*
   Students are divided into groups and are required to meet outside the class, analyze the assigned case, submit a written report, and lead case discussion in class.
5. *Group Project (20 hours / 20 %)*
   Students are divided into groups and are required to conduct a management project. Each group prepares and delivers a 30-minute oral presentation.
6. *Individual Project (5 hours / 5%)*
   Students are expected to individually submit an analysis of the team-based simulation in class.

VIII. Assessment:
1.	Individual Attendance and Participation	20%
2.	Group Case Analysis	40%
3.	Group Final Project	25%
4.	Individual Project	15%
	Total	100%

Peer Evaluation for Group Work
In normal cases, each individual group member receives the same total score for his/her group work. However, in some cases, individual group members' scores will be adjusted depending on their efforts and contribution to the group work. At the end of the semester, students will be given an opportunity to submit peer-evaluation forms.

IX. Standards for Assessment:

1. Attendance and Participation (20%)

Attendance will be taken for the lectures, case discussions, and presentations. Discussion and sharing in class will be considered in assigning points for attendance and individual participation. Participation in the voluntary culture showcase participation will also be considered.

Unlike many other undergraduate business courses you have taken, this course emphasizes on applying management theories from the textbooks to the analyses of real-world issues in international business practice. So active involvement in class, especially in case discussions, is **required**.

Below is a list of behavioral criteria that will be used in your performance evaluation.
* Be a good listener and stay focused in the moment.
* Make comments that are relevant to the discussion at hand. Do not take the discussion backward. Try to interact with your classmates by building on their comments.
* Use materials discussed in lectures during the discussion. For example, use a particular theory or model to diagnose a situation and to propose solutions.
* Make comments that cut to the core of an issue or problem. The quality of a comment is valued more than the length of it.
* Be able to support and defend your solutions/recommendations.
* Professionally challenge others' arguments or suggestions if appropriate.
* Contribute new ideas rather than repeat what others have been saying.

Below are the expectations specific to the course of cross-cultural management:

* **Be aware of your own cultural values.** Your own cultural background and values influence how you perceive and interpret situations. An implicit goal of this class is to help you be self-aware of your own your values and/or biases.
* **Respect others' contributions.** There is no one-best-way in management. Learn from your classmates by active listening. If you cannot understand their answers, speak out and ask. Your questions can help them make their rationale explicit and move the conversation into valuable depth.

Grading Criteria

CLO	CLO 1, CLO2, CLO3, CLO 4
A+, A, A-	Extremely well prepared for class discussion, active in sharing views, and attend at least 90% of classes
B+, B, B-	Partially prepared for class discussion, quite active in sharing views, and attend at least 80% of classes
C+, C, C-	Not well prepared for class discussion, only occasionally sharing views, and attend at least 70% of classes
D+, D	Not well prepared for class discussion, no sharing of views, and attend at least 60% of classes
F	Never prepared for class discussion, no sharing of views, and attend less than 50% of classes

2. Group Case Analysis (40%)

Each group will be required to submit a written case analysis report via Moodle before the case is discussed in class (due at the **beginning** of the class). Late submission will NOT be accepted or graded. Please refer to Appendix I for specific guidelines for case analysis. A case analysis report can be **no longer than three pages** (single-spaced with a font of 12-point Times New Roman, one inch margins). Case 3 is for in-class discussions only. The best 4 out of the 5 remaining case analyses scores will constitute your final case analyses grade. The following grading criteria are applied:

Grading Criteria:

CLO	CLO 1, CLO3, CLO 4, CLO5
A+, A, A-	All key management problems are identified, insightful and detailed analyses, sufficient support with relevant data/facts, effective application of management concepts and theories, well thought-out and feasible recommendations, and excellent writing.
B+, B, B-	Most of the key management problems are identified, generally insightful and detailed analyses, appropriate use of relevant data/facts, acceptable application of management concepts and theories, generally logical and feasible recommendations, and decent writing.
C+, C, C-	A few key management problems are identified, somewhat insightful and detailed analyses, insufficient use of relevant data/facts, limited application of management concepts and theories, mediocre and infeasible recommendations, and marginally acceptable writing.
D+, D	Less important management problems are identified, analyses lacking a clear focus and consistency, limited use of relevant data/facts, little application of management concepts and theories, recommendations not well-thought out and not practical, and poor writing.
F	Key management problems are entirely overlooked, poor analyses with no consistency in logics, absence of relevant data/facts, no application of management concepts and theories, poor recommendations, and unacceptable writing.

3. Group Project (25%)

Students are divided into groups and are required to conduct management-related projects. Each group prepares and makes a 30-minute presentation. The group presentation will be evaluated based on five criteria (i.e., presentation style, content coverage, articulation on critical issues, use of concepts discussed in class, quality of interaction). Details will be announced on Mar 28.

Grading Criteria

CLO	CLO 1, CLO 2, CLO3, CLO4, CLO 5
A+, A, A-	Professional presentation style, comprehensive content coverage, well-articulated on critical issues, effective use of management concepts, and quality interaction with audience.
B+, B, B-	Decent presentation style, appropriate content coverage, clear discussion of critical issues, moderately effective use of management concepts, and acceptable interaction with audience.
C+, C, C-	Mediocre presentation style, limited content coverage, marginally acceptable discussion of critical issues, infrequent use of management concepts, and limited interaction with audience.
D+, D	Weak presentation style, key content omitted, unclear focus on critical issues, very limited use of management concepts, and poor interaction with audience.
F	Unacceptable presentation style, questionable content coverage, omitting critical issues, zero use of management concepts, and no interaction with audience.

4. Individual Project (15%)

Each student will be asked to submit an essay at the end of the semester (due date to be determined) that summarizes and analyses his/her experience in a team-based simulation in class. Students are encouraged to use the knowledge obtained from this course in their analyses. Details regarding the simulation and requirements for the essay will be announced on Mar 28

Grading Criteria

CLO	CLO 1, CLO 2, CLO3, CLO4, CLO 5
A+, A, A-	Insightful and detailed analyses of all problems, issues, and one's own experience in the simulation
B+, B, B-	Detailed and somewhat insightful analyses of problems, issues, and one's own experience in the simulation
C+, C, C-	Medicore analyses of problems, issues, and one's own experience in the simulation with a lack of details
D+, D	Weak analyses of problems, issues, and one's own experience in the simulation with a severe lack of details
F	Unacceptable analyses of problems, issues, and one's own experience in the simulation with no details or insights

X. Academic Conduct

The University Regulations on academic dishonesty will be strictly enforced! Academic dishonesty includes, but is not necessarily limited to, plagiarism, paraphrasing of someone else's ideas, unauthorized collaboration on out-of-class projects, cheating on in-class exams, and unauthorized advance access to an exam.

Please check the University Statement on plagiarism on the web: **http://www.hku.hk/plagiarism/**. Please also be familiar with the HKU regulations and policies on attendance, absence, examination, and copyright (e.g., HKU Undergraduate Student Handbook).

XI. Tentative Course Schedule

Dates	Topics	Readings	Assignments
1/17	Syllabus & Introduction The Case Method		
1/24	Culture Showcase Presentation **What is Culture?**	Ch.2	Culture Showcase Personal Bio
1/31	*NO CLASS – Lunar New Year*		
2/7	*NO CLASS – Lunar New Year*		
2/14	**How to Analyze Culture? Conceptual Models** **Culture Shock and Expatriate Adjustment**	Ch.2	
2/21	*Case 1: The Floundering Expatriate* **Motivation Across Cultures**	Ch.7	Case 1
2/28	*Case 2: Black & Decker – Eastern Hemisphere* **Ethics and Decision Making**	Ch.9	Case 2
3/7	*NO CLASS – Reading Week*		
3/14	*Case 3: IKEA's Global Sourcing Challenge* **Developing a Global Team**[#]	TBD	
3/21	*Case 4: Greg James at Sun* **Leadership: A Global Perspective**[#]	Ch.8	Case 4
3/28	*Team and Leadership Simulation*		
4/4	*Case 5: Wolfgang Keller* **Global Human Resource Management**[#]	Ch.12	Case 5
4/11	*Case 6: AIRINC* In-Class Project Day		Case 6
4/18	*NO CLASS – Easter*		
4/25	Presentations		Final Project Due

Note: The above schedule is subject to change with prior notice.

Appendix I: Case Analysis Guidelines

The purpose of a case analysis assignment is to provide you with an opportunity to apply concepts you learned in class to real-world business situations. Your case analysis should incorporate theories or concepts from class or other readings.

1. **Identify the problems that the focal company / person in the case face.**

   A problem exists when the actual situation and the desired situation differ. It represents the difference between what you want in a situation and what you are actually achieving or experiencing. For example, a manager wants to have motivated subordinates, but finds that his/her employees are often absent, come late or leave early. This manager has a problem with the motivation of the employees.

   Typically, the focal company / person can face multiple problems in the case, and your task is to consider all potential problems and identify the most important ones.

2. **Analyze the underlying causes of the problem.**

   Problems can have many causes, and causes can come from different levels of analysis (e.g., individual, group/team, organizational). You should consider the levels of your analysis when identifying causes.

   Apply the content / models / theories discussed in your textbook and class to help identify causes. Consider all relevant information in the case, be comprehensive and analyze the causes from a breadth of aspects, not just a chosen few.

3. **Propose alternative solutions and resources and constraints pertained in each solution.**

   Relevant alternative solutions are derived from potential causes. That is, alternatives are generated to eliminate causes and are based on the analysis performed to identify problems and causes. Use the content / models / theories discussed in the textbook or class to derive alternatives.

   Evaluate the alternatives by explaining the pros and cons of each alternative. Specifically, what are the resources and constraints that make some alternatives more feasible than others? What are the likely effects of implementing those alternatives?

4. **Recommend and justify a specific solution.**

   Recommend one or a few alternatives. Your recommended solution must map back to the original problem(s) and causes. Explain why this solution is more appropriate and feasible than others, provide specific implementation steps, highlight the procedures used to reduce the impact of the constraints discussed in Step 3, and identify resources and supports needed to implement the solution.

   Evaluate your entire analysis in terms of its consistency, coherence, brevity and logic. Base your analysis on knowledge, logic and facts. State the assumptions / values and beliefs you have in interpreting the case materials and selecting a solution.