1. General Information

Course Subject	MGMT
Course Number	3404
Course Title	Cross-Cultural Management
Academic Years	2024-2025
Grading Method	Letter

2. Instructors

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4. Course Description

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.

5. 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

6. Faculty Learning Goals

Goal 1: Acquisition and internalization of knowledge of the programme discipline

Goal 2: Application and integration of knowledge

Goal 3: Inculcating professionalism

Goal 4: Developing global outlook

Goal 5: Mastering communication skills

6. Faculty Learning Goals

Goal 6: Cultivating leadership

7. Course Learning Outcomes

Course Teaching and Learning Activities	Aligned Faculty Learning Goals					
	1	2	3	4	5	6
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.			✔		✔	✔

8. Course Teaching and Learning Activities

Course Teaching and Learning Activities #	Expected Study Hours	Study Load (% of study)
T&L1. Lectures Interactive lectures on major concepts and issues with PowerPoint slides are conducted.	30	25
T&L2. In-class Activities Students are invited to participate in class activities and share their views and feelings.	13	10.8
T&L3. Videos Students are invited to discuss specific sets of questions based on the videos shown in class.	6	5
T&L4. Group Case Analysis 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.	39	32.5
T&L5. Group Project Students are divided into groups and are required to conduct a management project. Each group prepares and delivers a 30-minute oral presentation.	26	21.7
T&L6. Individual Project Students are expected to individually submit an analysis of the team-based simulation in class.	6	5
	Total: 120	Total: 100

9. Assessment Methods

Assessment Methods	Description	Weight %	Aligned Course Learning Outcomes
A1. Individual	Attendance will be taken for the lectures, case	20%	1,2,3,4

9. Assessment Methods

Attendance and Participation	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.		
A2. Group Case Analysis	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 and 5 are for in-class discussions only. The best 4 out of the 5 remaining case analyses scores will constitute your final case analyses grade.	40%	1,3,4,5
A3. Group Final Project	Students are divided into groups and are required to conduct management-related projects. Each group will prepare and deliver a 30-minute presentation in the final session. 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 27.	25%	1,2,3,4,5
A4. Individual Project	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 27	15%	1,2,3,4,5

Assessment Rubrics	
A1. Individual Attendance and Participation	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.
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
A2. Group Case Analysis	
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.
A3. Group Final Project	
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.
A4. Individual Project	
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

10. Course Grade Descriptors

A+,A,A-	To be reviewed later
B+,B,B-	To be reviewed later
C+,C,C-	To be reviewed later
D+,D	To be reviewed later
F	To be reviewed later

11. Course Content and Tentative Teaching Schedule

Topic/ Session	Content	Readings	Assignments
1	Syllabus & Introduction The Case Method		
2	Culture Showcase Presentation What is Culture?	Ch.2	Culture Showcase Personal Bio
3	How to Analyze Culture? Conceptual Models Culture Shock and Expatriate Adjustment	Ch.2	

11. Course Content and Tentative Teaching Schedule

4	Case 1: The Floundering Expatriate Motivation Across Cultures	Ch.7	Case 1
5	Case 2: Black & Decker – Eastern Hemisphere Ethics and Decision Making	Ch.9	Case 2
6	Case 3: IKEA in Saudi Arabia Developing a Global Team	TBD	
7	Case 4: Greg James at Sun Influence and Negotiation	Ch.10	Case 4
8	Case 5: Luna Pen Leadership: A Global Perspective	Ch.8	
9	Team and Leadership Simulation		
10	Case 6: Transitions Asia Global Human Resource Management	Ch.12	Case 6
11	Case 7: AIRINC In-Class Project Day		Case 7
12	Presentations		Final Project Due

12. Required/Recommended Readings & Online Materials

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

13. Means / Processes for Student feedback on Course

✔	Conducting mid-term survey in additional to SETL around the end of the semester
	Online response via Moodle site
	Others

14. Course Policy

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.