

# MGT 542

## Cross-Cultural Management

### Module III, 2019-20

#### Course Information

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#### **Classes:**

Lectures: Tuesday & Friday 13:30–15:20

Venue: PHBS Building, Room #

## 1. Course Description

### 1.1 Context

"I think globalisation cannot be stopped -- no one can stop globalisation, no one can stop trade. If trade stops, the world stops." (Jack Ma, WEF, Jan 2018)

International trade represented >38% of China's GDP in 2018. (World Bank, 2019).

"Charlie Liu, partner of Heidrick & Struggles, a global HR management consultant firm said 'The motives of Chinese companies going global are diverse. They want to expand businesses, learn about technologies or avoid trade barriers. And human Resources always play a key role among other elements.' He said challenges also lay in finding human resources that are well versed in both Chinese culture and that of overseas markets". (*China Daily*, Hong Kong ed., July 16, 2018, p. 14 Business)

The contemporary world economic order is characterized by interconnected, interdependent, and technologically reliant relationships, and globalization has eroded the ability of corporations to operate solely within their own national borders. Commercial activities, media content, and travelers now flow near seamlessly across nation-state boundaries. Organizations from different countries work together to form mergers, joint ventures, and strategic alliances. International business is now the domain of multinational corporations (MNC) and requires representatives from different nations and ethnic background to work and communicate with clients, employees, and social contacts from varied cultures. Today's global market place demands that MNC managers possess cultural competence and effective intercultural

communication skills. And nowhere is this more evident than in the Belt and Road Initiative (BRI) and the Greater Bay Initiative (GRI).

Over the past 20 years, Chinese corporations have achieved a remarkable growth. The 2010 Fortune 500 Global Companies listing included 46 Chinese companies; that number had grown to 119 on the 2019 list. Chinese corporate growth is expected to continue and the BRI and GBI will require even greater international integration of Chinese companies and increase the required numbers of competent MNC managers—whether they work in China or abroad.

Of additional concern is the growing international trade frictions which can only be mitigated through **skilled cross-cultural negotiations**.

### Course Overview:

The primary objective of this course is to survey the major theoretical perspectives and issues in cross-cultural management from economic, sociological, psychological, and anthropological perspectives. Students will be provided insight into the issues that arise from managing commercial activities across the complexities of different cultures.

The course will use the Belt and Road Initiative (BRI) and Greater Bay Initiative (GBI) as the central context to identify, investigate, and analyse management challenges arising from varied cultural environments.

Classes will be organized around a case study perspective with students working in “management teams” to recognize, analyse and resolve disruptive management issues arising from cultural differences. Lessons will begin with a short discussion period or video on a topic and then move to management teams working to solve mini-case studies or engaging in cultural learning activities.

Prerequisites: Research Methodology (GEN501).

### *1.2 Textbooks and Reading Materials*

There are no required materials for the course, but various readings will be posted on CMS. Subject material for the course will be taken from works by Geert Hofstede, Fons Trompenaars, Richard D. Lewis, E.T. Hall, and Stella Ting-Toomey, in addition to numerous cross-cultural and international business textbooks.

Information will also come from *Cross Cultural Management*, *International Journal of Cross Cultural Management*, *Cross-Cultural Management Journal*, *Cross Cultural and Strategic Management*, and other management journals.

## **2. Learning Outcomes**

### *2.1 Intended Learning Outcomes*

<b>Learning Goals</b>	<b>Objectives</b>	<b>Assessment</b>
1. Our graduates will be effective communicators.	1.1. Students will produce quality business and research-oriented documents.	Students will be required to read, analyse, and prepare written and oral reports on cross-cultural management issues
	1.2. Students are able to professionally present ideas and logically explain and defend their argument.	
2. Our graduates will be skilled in	2.1. Students will be able to lead and participate in groups for projects,	Students will be assigned to work in groups for cross-

team work and leadership.	discussion, and presentation.	cultural case studies and in-class activities
	2.2. Students will be able to apply leadership theories and related skills.	
3. Our graduates will be trained in ethics.	3.1. In a case setting, students will use appropriate techniques to analyse business problems, identify the ethical aspects, provide a solution and defend it.	Ethical variations across cultures in the business context will be explored in both theory and application
	3.2. Our students will practice ethics throughout the duration of the program.	Students will demonstrate academic integrity through a comprehensive understanding of plagiarism and how to avoid it as evinced in writing assignments
4. Our graduates will have a global perspective.	4.1. Students will have an international exposure.	Course materials will present management issues impacting business in an international context
5. Our graduates will be skilled in problem-solving and critical thinking.	5.1. Students will have a good understanding of fundamental theories in their fields.	Problem solving and critical thinking will be developed by analysis of case studies addressing cross-cultural management issues impacting international and domestic corporations.
	5.2. Students will be prepared to face problems in various business settings and find solutions.	
	5.3. Students will demonstrate competency in critical thinking.	

## 2.2 Course specific objectives

### 2.2.1 Primary Objectives

- Provide an organizing framework for recognizing and analyzing cultural effects in an organizational context.
- Learn to accommodate and benefit from cultural differences in multicultural environments

### 2.2.2. Specific objectives

- Understand contemporary theoretical foundations that explain varied cultural worldviews, intercultural communications, and cross-cultural practices in commercial contexts.
- Recognize how different culturally based values impact the conduct of business in the globalized world.
- Understand how culture influences the principal contexts of corporate management—leadership, decision making, negotiations, and conflict management.
- Obtain the intercultural competencies requisite to successfully live and work in a multicultural environment.
- Learn how to interact with, and lead, multicultural workgroups in business contexts.
- Learn how employee motivations vary across cultures.
- Understand how cultural perceptions affect the marketing and service industries.
- Gain awareness of culture's role in expatriate relocation adjustment and adaptation.
- Obtain the intercultural competencies requisite to successfully live and work in a multicultural environment
- Learn how to acquire and apply intercultural competence in cross-cultural settings.

- Learn the cultural values and business behaviors of selected countries in Asia, the Americas, Europe, and the Middle East.

### 2.3 Assessment/Grading Details

<i>Weight</i>	<i>Type</i>	<i>Description</i>
10%	Class Attendance	Attendance if required for this course
25%	Midterm Exam	An objective examination covering the first half of the course
30%	Business Project Proposal	A group project analyzing/detailing the impact of culture on a cross-cultural business project in a specific country or an international context
10%	Presentation	A group project
25%	Final Exam	An objective examination covering the second half of the course

### 2.4 Late Work

All assignments must be handed in on time on the due date at the beginning of class or via electronic submission, depending on the individual assignment.

Any work handed in late will result in an automatic lowering of the assignment grade by 10%, unless you provide documentation of illness or other compelling emergency. For each subsequent class meeting the work is not turned in, the assignment will be debited an additional 5%.

### 2.5 Grades

Grades throughout the course, as well as the final course grade, are EARNED NOT GIVEN. All work will be evaluated based on clearly defined criteria; strengths and weaknesses will be marked and clearly explained.

### 2.6 Academic Honesty and Plagiarism

It is important for a student's effort and credit to be recognized through class assessments. Credits earned for work due to efforts done by others are clearly unfair. Deliberate dishonesty is considered academic misconduct, which includes plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to dishonestly obtain grades, honors, awards, or professional endorsement; or altering, forging, or misusing a university academic record; or fabricating or falsifying of data, research procedures, or data analysis.

All assessments are subject to academic misconduct checks. A misconduct check may include reproducing the assessment, providing a copy to another faculty member for evaluation, and/or communicate a copy of this assignment to the PHBS Discipline Committee. A suspected plagiarized document/assignment submitted to a plagiarism checking service may be kept in its database for future reference purpose.

Where a violation is suspected, penalties will be implemented. The penalties for academic misconduct may include: deduction of honour points, a mark of zero on the assessment, a fail grade for the whole course, and reference of the matter to the Peking University Registrar.

For more information of plagiarism, please refer to *PHBS Student Handbook*.

### 3. Topics, Teaching and Assessment Schedule

***This course calendar may be adjusted at any time at the discretion of the instructor***

<b>Week</b>	<b>Week</b>	<b>Class 1</b>	<b>Class 2</b>
<b>1</b>	18 & 21 Feb	Course Introduction; Globalization; BRI & GBI	Introduction to Culture (Culture, Perception, & Cognition)
<b>2</b>	25 & 28 Feb	Communication & Organizations	Cultural Values Typologies (Hofstede)
<b>3</b>	03 & 06 Mar	Cultural Values Typologies Cont. (Trompenaars)	Categorizing Cultures (Lewis)
<b>4</b>	10 & 13 Mar	Cultural Context, Time, Space & Face (Hall; Ting-Toomey)	Cultural Activity
<b>5</b>	17 & 20 Mar	Mid-Term Review	<b>Mid-Term Exam</b>
<b>6</b>	24 & 27 Mar	Cultural Transitions – Relocation, culture shock, acculturation, returning home	Multicultural Workgroups/Teams; Global HR; Gender
<b>7</b>	31 Mar & 03 Apr	Leadership/Management Styles; GLOBE study; Employee Motivation	Conflict, Negotiation, & Decision Making
<b>8</b>	07 & 10 Apr	Country Comparisons in Business Practices	Ethics; Future Challenges; Review <b>Project Proposal Report Due</b>
<b>9</b>	14 & 17 Apr	Project Proposal Presentations	Project Proposal Presentations
	21 Apr	Final Exam 13:00 – 15:00	

#### *Tardiness and Absenteeism*

Students will work in teams and will need to be present in order to complete class activities. Therefore:

1. Attendance will be taken. If you are not in class when attendance is taken, you may be marked absent (even if you show up late).
2. Absences for which you can provide written verification of illness or emergency may be excused at the discretion of the lecturer.

**Unexcused absences will count against your final grade.**

### 4. Miscellaneous

This course will employ a case-study pedagogy ( 教育学 ), with limited lecture time. Students will spend the majority of time working in teams to read, understand, and analyze cross-cultural management issues. Therefore, class attendance takes on added significance.