KEDGE
BUSINESS SCHOOL

KBA-B2-MGT-003-E-L-MRS
CROSS CULTURAL MANAGEMENT
Semester 2, 2019/2020

COORDINATOR	Cuiling JIANG
PROFESSORS	Yuan HAO
OFFICE	Bureau 1430, Bordeaux Campus
TELEPHONE	05 56 84 63 38
E-MAIL	yuan.hao@univ-amu.fr cuiling.jiang@kedgebs.com
OFFICE HOURS	By appointment only

COURSE DELIVERABLE	DUE DATE	WEIGHT ON FINAL GRADE
In-class case study (Subgroup)	From Session 1 to Session 9	40%
Final exam (Individual)	Session 10	60%

Kedge Business School and its professors, encourage you to use your Pro-Acts, company projects and internships as privileged opportunities to apply the reflexions, theories, concepts and tools presented during this course

INTRODUCTION AND OBJECTIVES

Course Purpose & Objectives

This course is designed to help participants develop the cross-cultural competence that you need to have when working in the modern global marketplace. Participants will explore how national cultures differ and why people think, feel, and act differently, analyze stereotyping and other intercultural dynamics. Once completing the module, participants are expected to develop greater self-awareness and otherness, build confidence in leveraging diversity, and be able to realize productive collaboration in the complex cross-cultural contexts.

Courses Contribution to program objectives

KBA2 Develop Business, Communication, Teamwork and Leadership Skills

- Participants will join different groups for the in-class case studies. Professors will maximize the cultural diversity in each group. The course aims at preparing the participants to effectively communicate their opinions in a convincing manner while working with members from different nationalities and cultures. Teamwork skills are necessary to achieve good performance in 9 sessions' case studies.

KBA3 Enhance Knowledge of Self and Personal Development

- This course offers insight into cultural differences in specific contexts. Through the course and in-class case studies, participants will develop greater awareness on "ME, OTHERS, and US".

KBA6 Apply Managerial Concepts, Techniques and Tools in a chosen area of specialization

- This module provides participants with various approaches to intercultural analysis. Participants are expected to apply the cultural tools, techniques and concepts to solve multicultural challenges. In addition, national cultures and their influence on management practices and local organizations are discussed in depth.

Course Description

Session 1: Introduction to cross cultural management
Session 2: Exploring cultures
Session 3: Hall's paradigm on cross cultural communication
Session 4: Hofstede's cultural dimensions
Session 5: Trompenaars' cultural theory
Session 6: Managing cultures across borders
Session 7: Managing cultures across borders
Session 8: Managing cultures across borders
Session 9: Managing ethical issues in various cultural contexts
Session 10: Final Exam

Cross Cultural Management

Course Material

All assigned readings and slides can be found on LEARN. You should come to each class prepared to summarize key points from the readings and participate actively in article discussion and experiential exercises. For each reading, you should prepare the answers to the following questions:

- What are the key concepts and arguments in the article?
- How can I use these concepts/arguments/theories/tools in daily life? With my team/association/company?
- If I were a leader, what are the difficulties/challenges I may face when I applied the concepts/theories into reality?

Textbooks:

Hofstede, G., Hofstede, *G.* J.*,* & Minkov, M. (2010)*.* Cultures and Organizations *– Software of the mind*. London: McGraw-Hill. (available at library *and online*)

Articles:

Session 1:
Inglehart, R., & Baker, W.E. (2000). Modernization, cultural change, and the persistence of traditional values. *American Sociological Review*, 65(1), 19-51.

Session 2:
Fischer, R., Schwartz, S. (2011). Whence differences in value priorities? Individual, cultural, or artifactual sources. *Journal of Cross-Cultural Psychology*, 42(7), 1127-1144.

Session 3:
Hall E.T. (1983). Monochronic and polychronic time abridged from «The dance of life», 3 pages.
Hall, E.T. (1976). Context and meaning abridged from «Beyond culture», 3 pages.

Session 4:
Hofstede, G. (1980). Motivation, leadership, and organization: Do American theories apply abroad? *Organizational Dynamics*, 9(1), 42-63.

Fang, T. (2010). Asian management research needs more self-confidence: Reflection on Hofstede (2007) and beyond. *Asia Pacific Journal of Management*, 27(1), 155-170.

Session 5:
Trompenaars, F. (1996). resolving international conflict: Culture and business strategy. *Business Strategy Review*, 7(3), 51-68.

Session 6:
Ahammad, M.F., Tarba, S.Y., Liu, Y., & Glaister, K.W. (2016). Knowledge transfer and cross-border acquisition performance: The impact of cultural distance and employee retention. *International Business Review*, 25(1), 66-75.

Session 7:
Moore, F. (2015). An unsuitable job for a woman: a "native category" approach to gender, diversity and cross-cultural management. *The International Journal of Human Resource Management*, 26(2), 216-230.

Session 8:
Fischer, R. et al. (2014). Organizational practices across cultures: An exploration in six cultural contexts. *International Journal of Cross Cultural Management*, 14(1), 105-125.

Session 9:
Pillay, S. and Dorasamy, N. (2010) Linking cultural dimensions with the nature of corruption: An institutional theory perspective. *International Journal of Cross Cultural Management*, 10(3), 363-378.

COURSE CONTENTS AND TIMETABLE

SESSIONS (LENGTH)	TOPIC	PRELIMINARY READING(S) AND ASSIGNMENTS	ADDITIONAL READING(S) AND ASSIGNMENTS
1	Introduction of cross cultural management	See Learn: Readings and case study to be prepared in teams	Read Paper in Session 1 & 2
2	Exploring cultures	See Learn: Readings and case study to be prepared in teams	Read Paper in Session 1 & 2
3	Hall's paradigm on cross cultural communication	See Learn: Readings and case study to be prepared in teams	Read Paper in Session 3
4	Hofstede's cultural dimensions	See Learn: Readings and case study to be prepared in teams	Read Paper in Session 4
5	Trompenaars 'cultural theory	See Learn: Readings and case study to be prepared in teams	Read Paper in Session 5
6	Managing cultures across borders	See Learn: Readings and case study to be prepared in teams	Read Paper in Session 6
7	Managing cultures across borders	See Learn: Readings and case study to be prepared in teams	Read Paper in Session 7
8	Managing cultures across borders	See Learn: Readings and case study to be prepared in teams	Read Paper in Session 8
9	Managing ethical issues in various cultural contexts	See Learn: Readings and case study to be prepared in teams	Revision
10	Exam	Written exam (3 hours)	

TEACHING APPROACH/ INSTRUCTIONAL METHODS

A Word of Advice

In general, each session will be organized in two parts.

For the first part of the session (1 ½ h), professor delivers the lecture on specific and complex implementations of the said topics. Some participants may have some vocational or specific knowledge of such tools and they are encouraged to share their knowledge with other team members. Be noted that students are invited to ask questions and request clarifications at the end of the professor's presentation.

For the second part of the session (1 ½ h), students will work on a specific case related to the lecture topic and deliver a presentation on the solutions to the case. This part allows participants to develop deeper insight and better level of expertise. Subgroups are expected to work together and integrate the advantages of each team member for all the collective assignments.

In-Class Case Study from Session 1 to Session 9 (40%)

During the first session, participants are assigned to subgroups by the professor, on a random basis but respecting the diversity issue within the team. From Session 1 to Session 9, each subgroup will work on specific cases in class and provide the subgroup solutions to the incidents in a PowerPoint. Then, all the subgroup members should explain their ideas to the participants in class. The PowerPoint must be uploaded at **LEARN** before the set due time. The title of the ppt file should be: **Group X.ppt** ("X" for the subgroup N°).

Final Exam in Session 10 (60%)

In session 10, participants will have the final examination. It is scheduled for 3 hours. Participants should identify the problem(s), analyze the cause(s), provide managerial recommendation(s) and set key action plan(s). Individual work assessment rubrics (hereafter) will be used to evaluate the participant's work.

EVALUATION OF STUDENT PERFORMANCE

COURSE DELIVERABLE	DUE DATE	WEIGHT ON FINAL GRADE
In-class case study (Subgroup)	From Session 1 to Session 9	40%
Final exam (Individual)	Session 10	60%

METHODS USED TO EVALUATE STUDENT PERFORMANCE

Collective assessment (40%)

Participants will be evaluated in subgroups based throughout the first nine sessions. The group presentations will be evaluated by the professors (40% of final grade).

Cross Cultural Management

Group work assessment rubrics by professors (40%):

Section	Marks	Criteria
Pertinence of the analysis	20%	Define the problem. Evaluation: is the problem well-articulated in terms of the source, the relative importance, and likely outcomes if the problem is not resolved?
Form, quality of the ppt and expression	20%	Clarity and precision of the presentation. **Evaluation**: is the presentation concerning each step of the project justified? Do you give your method, facts and figures to support each of your demonstrations/assertions?
Recommendations	20%	Define recommendations and expected results. **Evaluation**: Are the recommendations well-linked to the analysis? Are the results expected from each recommendation defined and do they appear to be reasonable?
Ability to deliver appropriate answers	20%	Delivery of appropriate answers. **Evaluation**: do answers to the teacher's question show understanding of the course? Do the answers show personal research? Do the answers fit the urgency of the problem identified?
Timeliness: Respect schedule	20%	Use of time. **Evaluation**: are the deadlines respected? Is the time for presentation respected? Does the rhythm of the presentation respects the main required steps of the project?

A mark of 4/20 and less indicates disciplinary action, not limited to academic fraud. A mark of 20/20 means the excellent performance.

Individual Assignment - Final Exam (60%)

In session 10, the final exam lasts for 3 hours. The exam is composed of several mini-cases. Participant should identify the key issues in the mini-cases, analyse the causes and provide solutions.

Individual case study rubrics:

Section	Marks	Criteria
Problem(s) Identification	1 to 4	Identify the problem(s) in a clear and organized manner. Evaluation: - How to identify the problem(s)? - Any potential disadvantages if the problem(s) is (are) not solved?
Cause(s) Analysis	1 to 6	Define fundamental causes. Evaluation: - Have the most important causes been well illustrated? - Through which tools / methods to analyze the cause(s)?
Recommendations	1 to6	Provide recommendations and expected results. Evaluation: - Are recommendations well-linked to the analysis? - Are they cost-effective? - Are they reasonable?
Implementation	1 to 4	Propose action plan Evaluation: - Is it a logical sequence of steps identified? - Any difficulties when the company implements the action plan(s)

Below Requirements:	Meets Requirements:	Exceeds Requirements:	Excellent Performance:
$05/20 \leq M \leq 09/20$	$10/20 \leq M \leq 14/20$	$15/20 \leq M \leq 19/20$	$M = 20$

A mark (M) of 4/20 and less indicates disciplinary action, not limited to academic fraud. A mark of 20/20 means the excellent performance.

Cross Cultural Management

HAO Yuan, holds a BA from Tongji University in China, double master degrees (one from the University of Aix-Marseille and the other from Kedge Business School). Currently, she is a Ph.D candidate in sustainable logistics at the University of Aix-Marseille. Yuan has been involved in different organizations over the past 9 years, from assistant to president. She was the founder of SAS FRTAO, an intermediate logistic company. She had been the project director of Asia-Pacific in international luxury electronic press. Currently, she is an academic tutor of international educational agency and vice-president of Union des Chercheurs et des Etudiants Chinois en France.

JIANG Cuiling is an assistant professor at Kedge Business School, teaching courses in the fields of international human resource management, cross cultural management and international management at both the Master and Bachelor levels. Cuiling holds a Ph.D in Management Science in France. Her research focuses on five aspects: expatriation, employee well-being and high performance system, cultural diversity and perceptions, emerging market multinational companies, and knowledge management. In particular, she conducted several research on French multinationals and their human resource management in Asia, which had been published in book chapters and journals such as Asia Pacific Journal of Human Resource, Asia Pacific Business Review.

ACADEMIC FRAUD

Definition

Academic fraud is a breach of ethics.

"Is achieved using unfair means or deception, to obtain material or undue moral advantage, or with the intent to avoid the enforcement of laws". (Translated from the original source: Dictionnaire Juridique des Lois, 2010, available at: www.dictionnaire-juridique.com/definition/fraude/php)

Plagiarism consists of attributing authorship by (partial or total) copying, imitation or misappropriation.

The act of fraud is committed by one or more students/participants when they:

- appropriate written or oral work to themselves when they are not the author (in whole or in part) of the work, by omitting any references or quotations to the author or to the owner of the work;

- present any data that has been falsified or invented in any way;

- use the identity of the author, attributing the contents of and/or a resource to him/her, but without explicitly mentioning that they are not the author;

- appropriate the creative work of someone else and present it as their own;

- acquire exerts of texts, images, results etc. from external sources by including them in their own work without mentioning the origins of the exerts;

- summarise the original idea of an author by expressing it in their own words but omit quoting the source;

- cheat in an academic evaluation.

Plagiarism can occur in:

- an academic article or book;

- an exercise or a case study;

- a study or a report;

- a dissertation or a thesis;

- any document of which the student/participant is not, but purports to be the author.

Sanctions

Any student/participant having committed academic fraud, or having participated in it, will be sanctioned by the professor in charge of the course. The professor can apply 1st and 2nd level sanctions (detailed below). The professor will send a copy of the sanction to the student's/participant's programme. The student/participant will be informed/and or convoked by the programme director (or his/her representative) to a hearing prior to the possible convening of the Kedge Business School Disciplinary Council. In the case of a hearing of the Disciplinary Council, they can decide to apply 3rd and 4th level of sanctions.

Any student/participant guilty of academic fraud will receive one of the following sanctions:

Cross Cultural Management

- Applied by the professor in charge of the course, Kedge Business School faculty member (1st and 2nd level):
  - A grade of zero for the work concerned and a formal warning;
  - A grade of zero for the course or module concerned and a formal warning.
- Applied by Kedge Business School's Disciplinary Council (3rd and 4th level):
  - Suspension from the programme for one or two semesters;
  - Exclusion from the programme.

N.B.: Plagiarism within a partner institution can result in these sanctions being applied by Kedge Business School, notwithstanding partner's decision.

BIOGRAPHY

Cuiling JIANG
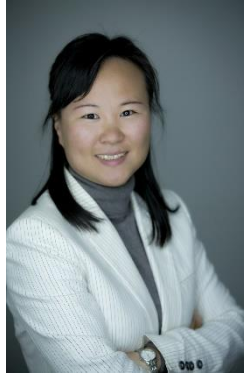
JIANG Cuiling had a Ph.D in Management Science from the University of Pau in France. Since October 2012, she worked at Kedge Business School. Cuiling's research focuses on five aspects: change management, international human resource management, the evolution of organizational forms, cross cultural management and multinationals in Asia. In particular, she conducted several research on French multinationals and their human resource management as well as workplace health management in Asia.