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KEDGE
BUSINESS SCHOOL

2021_S02_KBA_B2_MGT_0003_E_L_BOD

Cross Cultural Management

Semester 2, 2020/2021

COORDINATOR	Cuiling JIANG
PROFESSORS	Richard GINIOUX
OFFICE	Bureau 1430, Bordeaux Campus
TELEPHONE	05 56 84 63 38
E-MAIL	cuiling.jiang@kedgebs.com richard.ginioux@kedgebs.com
OFFICE HOURS	By appointment only

COURSE DELIVERABLE	DUE DATE	WEIGHT ON FINAL GRADE
Group-based case studies	from session 1 to session 6	20%
Group-based project work	from session 7 to session 9	20%
Individual final exam	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

Discover
Decode
Do

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 nowadays business environment. 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 more in-depth 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
Session 2: Exploring cultures
Session 3: Hofstede's cultural dimensions
Session 4: Trompenaars' cultural theory
Session 5: Hall's paradigm on cross-cultural communication
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

COURSE MATERIAL

Textbooks

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

This textbook is available in the campus library.

Websites

Cross Cultural & Strategic Management (online)
International Business Review (online)
Journal of International Business Studies (online)
International Journal of Cross Cultural Management (online)
European Journal of International Management (online)
Asia Pacific Journal of Management (online)
Harvard Business Review (online)
The International Journal of Human Resource Management (online)
Emerging markets review (online)

Supplementary readings

The followings are required readings, which can be downloaded at https://library.kedge.edu/ , at EBSCO (Business Source Complete).

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:

Matinaro, V., & Liu, Y. (2016). Towards increased innovativeness and sustainability through organizational culture: A case study of a Finnish construction business. *Journal of Cleaner Production*, 142(4), 3184-3193.

Session 3:
Hofstede, G. (1980). Motivation, leadership, and organization: Do American theories apply abroad? *Organizational Dynamics*, 9(1), 42-63.

Session 4:
Trompenaars, F. (1996). resolving international conflict: Culture and business strategy. *Business Strategy Review*, 7(3), 51-68.

Session 5:
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 6:
Beugelsdijk, S., Kostova, T., & Roth, K. (2017). An overview of Hofstede-inspired country-level culture research in international business since 2006. *Journal of International Business Studies*, 48, 30-47.

Session 7:
Kayalvizhi, P.N., & Thenmozhi, M. (2018). Does quality of innovation, culture and governance drive FDI? Evidence from emerging markets. *Emerging Markets Review*, 34, 175-191.

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	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	Hofstede's cultural dimensions	See Learn: Readings and case study to be prepared in teams	Read Paper in Session 3
4	Trompenaars 'cultural theory	See Learn: Readings and case study to be prepared in teams	Read Paper in Session 4
5	Hall's paradigm on cross-cultural communication	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

Each participant may have some vocational or specific knowledge of cultural differences across borders and you are encouraged to share cultural knowledge with other participants in class. This course encourages students to ask questions and request clarifications.

Organization of the sessions

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.

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.

Individual Assignments (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.

Group work: In-Class Case Study from Session 2 to Session 6 (20%)

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 2 to Session 6, 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 on **LEARN, in the domain of Assessments,** before the set due time. The title of the ppt file should be: **Group X.ppt** ("X" for the subgroup N°). **Remember to indicate your names in the first slide of power point.**

Group-Based Project Work from Session 7 to Session 9 (20%)

For the project work, you and your team members should ==analyse two cultural issues through the cases among the following 3 options==.

Option 1: Hofstede's cultural dimensions, (session 3):

- Through a case study, explain how Hofstede's cultural dimensions are presented in the case.
- In your proposal, give managerial implications to cope with cultural differences.
- For information, you just need to analyse dimensions such as power distance, individualism/collectivism, uncertainty avoidance, and masculinity/femininity.

Option 2: Trompenaars' cultural theory, (session 4):

- Through a case study, explain how cultural dimensions such as universalism vs. particularism, specific vs. diffuse, internal direction vs outer direction are presented in the case.
- In your proposal, explain how business practitioners could use Trompenaars' theory to cope with cultural differences.

Option 3: Cross cultural communication, (session 5):

- Through a case study, explain how cultural dimensions such as high and low context, time and space, could affect the intercultural communication efficiency and effectiveness.
- In the proposals, give managerial implications to cope with the identified intercultural communication issues.

Starting from session 7, we have project work discussion. In total, this part of evaluation corresponds to 20% of the final grade. A report is requested for this project work. The title of report should be: "Group Y" ("Y" for the subgroup N°). **Remember to indicate your names in the report.**

Please submit your report on Learn → Menu → Evaluation → CCM Project work.

The project work due time is : March 4th, 2021 (before 7pm).

The entire paper (title page, main text, figures, tables, references, etc.) must be in ONE document in Word format. The maximum length of the paper is 10 pages (including ALL tables, appendices and references). Use Times New Roman 12-pitch font, single spaced, and 1-inch (2.5 cm) margin all around. Number all of the pages of the paper.

SafeAssign antiplagiarism test will be applied to all the submitted reports (< 10 %). It is possible to have the plagiarism rate higher than 10%, with the condition that all the references are well indicated in the main text and in the reference list.

For each one of the two cultural issues you illustrate, respect the following guidelines:

1/ Describe the case

For the case (s) background and material, you can use the following option(s) but which you are not limited to:

- Your team members' own experience
- what you learnt from this course or other courses or projects
- an interview with a professional
- what you know about one company
- a video or a scene of a film
- an article
- a website
- etc.

2/ Analyse the case through the selected option (analysis: 3 points).

3/ Give your suggestions/proposals in order to improve the situation, or avoid the problem(s) in the future (Quality of the propositions: 3 points).

4/ Give your references, adopt APA reference format (quality and quantity of references: 1 point).

5/ Writing, oral presentation, questions/answers (3 points)

TO BE REPEATED a second time for the second cultural issue.

10 points per illustrated cultural issue.

EVALUATION OF STUDENT PERFORMANCE

DELIVERABLE	%
In-class case study (group-based)	20%
project work (group-based)	20%
final exam (individual based)	60%

Methods Used to Evaluate Student Performance

Individual Assignments (60%)

Individual assessment 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)? - Demonstrate good understanding?
Cause(s) Analysis	1 to 6	Analyse fundamental causes. Evaluation: - Provide concise analysis of all relevant issues/theories? - Through which tools / methods to analyse the cause(s)?
Recommendations	1 to 6	Provide recommendations and expected results. Evaluation: - Are recommendations relevant to subject? - Are recommendations cost-effective? - Are recommendations original?
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 ≤ M ≤ 09/20	10/20 ≤ M ≤ 14/20	15/20 ≤ M ≤ 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.

Collective assessment (40%)

Participants will work with the same team members from session 2 to session 9. The group membership is assigned randomly. In each team, participant may receive different grade, which is linked to one's input in the case study and project work (e.g. presentation and answers to the questions).

Be noted that one can get the participation bonus up to 2 points for in-class discussion (from session 1 to session 9).

Criteria of evaluation for group-based work

Section	Marks	Criteria
Pertinent analysis	6	- Demonstrates well-coordinated, grounded and reasoned understanding? - Provides concise analysis of all relevant issues/theory? - All material relevant to subject? - Respect of submission deadline?
Recommendation and problem solving	6	- Reasonable application of knowledge to all issues/theory? - Be able to draw various points made and add an original perspective?
Written and oral communication	6	- Use articulate & persuasive use of language? - The analysis structure is well designed? - Consistently accurate user of grammar/spelling? - Structure guides reader/listener through argument? - Good time management of presentation? - Be able to deliver appropriate answers?
Research referencing	2	- Wide use of relevant concepts and theories? - Good referencing in all areas?

Below Requirements:	Meets Requirements:	Exceeds Requirements:	Excellent Performance:
05/20 ≤ M ≤ 09/20	10/20 ≤ M ≤ 14/20	15/20 ≤ M ≤ 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.

BIOGRAPHY

Richard Ginioux is the director of a higher education establishment specialized in International Hospitality Business as well as a consultant in cross cultural communication and management. He is a graduate in Political Sciences (Sc Po) and got a Master at ESSEC Business School. He teaches courses in the fields of cross cultural management, business environment and strategies in different business schools. He provides strategic advices to multinational companies.

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:

- 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.