City University of Hong Kong
Course Syllabus

offered by Department of Asian and International Studies
with effect from Semester A 2017 /18

Part I   Course Overview

Course Title:	**Asian Values and Managerial Practices**
Course Code:	**GE2120**
Course Duration:	**One semester**
Credit Units:	**3**
Level:	**B2**
Proposed Area: *(for GE courses only)*	☐ Arts and Humanities ☒ Study of Societies, Social and Business Organisations ☐ Science and Technology
Medium of Instruction:	**English**
Medium of Assessment:	**English**
Prerequisites: *(Course Code and Title)*	**Nil**
Precursors: *(Course Code and Title)*	**Nil**
Equivalent Courses: *(Course Code and Title)*	**Nil**
Exclusive Courses: *(Course Code and Title)*	**CTL3544 Comparative Management: China, Japan and South Korea or AIS3544 Comparative Management: China, Japan and South Korea**

Part II   Course Details

1.   Abstract

East Asian managerial practices and systems (i.e., Mainland China, Hong Kong, Taiwan, Singapore, Japan, and South Korea) have been influenced to different degrees by Confucianism and have been developed under very different social and historical environments[1]. Although these societies share a common East Asian culture with each other, each of them maintains a unique business culture. Behind the Confucian societies, the member countries of the Association of South-East Asian Nations (ASEAN, i.e., Indonesia, Thailand, Malaysia, Philippines, and Vietnam) have also shown a consistently good economic performance and equally high growth rates since the 1990s[2].   Studying and comparing cultural value systems and management among the Asian societies will expand the knowledge base of students and develop their critical thinking because the development of management systems of a country can be affected by its historical and political background, people's cultural values as well as the globalization of management systems as directed by the American systems. The study of different cultural values and management systems shall also enhance students' understanding of their own business culture and develop sensitivity toward and an appreciation of diversity[3] in today's globalized business environments.

Apart from traditional classroom teaching, audio teaching materials will be used to help students towards a better understanding on to particular concepts or theories. Students will be given chances to search on the Internet to find updated information on the taught topics during tutorials. Other learning activities such as guest seminars, evaluation of selected texts for in-class group discussion and a group project and presentation are also included to facilitate interactive and self-discovery learning.

2.   Course Intended Learning Outcomes (CILOs)
(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs[#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Describe the cultural/societal values (i.e. Confucian values) and management systems of Mainland China, Hong Kong, Japan and South Korea.	25%		√	√
2.	Compare the similarities and differences reflected in cultural/societal values and management systems between Asian and Western (e.g., USA) societies.	20%		√	√
3.	Identify the impact of cultural/societal values on managerial practices.	15%		√	√
4.	Analyse the development of different managerial systems using a multi-disciplinary approach.	20%	√	√	√
5.	Apply the theories of national culture to explain the development of management systems.	10%	√	√	√
6.	Demonstrate critical writing and presentation skills.	10%	√	√	√
* If weighting is assigned to CILOs, they should add up to 100%.		100%			

 # Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1:   Attitude
   Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

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[1] Chen, M. (2005). *Asian Management Systems: Chinese, Japanese and Korean Styles of Business.* NY: Routledge.

[2] Lasserre, P. & Schutte, H. (1999). Strategies for Asia Pacific: Beyond the Crisis. London: Macmillan Press.

[3] See also Chen (2005)

A2: *Ability*
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: *Accomplishments*
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)
(TLAs designed to facilitate students' achievement of the CILOs.)
Please be sure to consider how the TLAs align with the desired characteristics of GE courses (c.f. explanatory note 10).

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
Lecture	Lecture will teach students the influences of cultural/societal value systems on management systems and practices. Students will learn how to critically reflect on the nature and impact of cultural/societal values that contribute to their understanding of the development of management systems in the Asian context. Audio materials and the use of the Internet will be added as teaching strategies to enhance students' motivation. Guest speaker(s) working at Chinese, Japanese and/or Korean company etc. in HK will be invited to deliver a seminar to our students.	√	√	√	√	√		2 hour
Tutorial	Small-group analysis and evaluation of the texts as a means to sensitize students to enhance their understanding of the topics throughout the course.	√	√	√	√	√		1 hour
	Group discussion, a group project and presentation will involve students in active learning through interaction and reflection. The activity of group discussion will mainly focus on guiding students to compare the value and management systems between particular Asian societies and the United States. The group project and presentation will encourage students to extend their knowledge on Asian values and management as well as providing an opportunity for self-discovery learning as each group will be asked to write a project (i.e. newsletter) on a selected company in either business-oriented or non-profit making organization.	√	√		√		√	
	Tutorial will guide students how to apply the theories in analyzing and evaluation of the texts from the case studies of different organizations/companies in different Asian societies.			√		√		
	Examination (esp., essay questions) and group project (written) and presentation (oral) as a means to improve their critical writing and presentation skills.						√	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5	6		
Continuous Assessment: __60__%								
Examination is given to assess students' knowledge, comprehensive ability, and analyzing skills.	√	√	√	√	√	√	40%	
A group project (include essay writing) and presentation are given to assess students' understanding on the formation and development of different management systems.	√	√		√	√	√	40%	
In-class/online discussions and short individual/group reporting are given to evaluate students' comprehensive ability.		√			√	√	20%	
Examination: __40__% (duration: __2 hrs__ , if applicable)								

* The weightings should add up to 100%.

100%

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Examination	Assessment will be based on: (1) Knowledge of management systems in different societies; (2) Knowledge of theories and key concepts related to management; (3) Evidence of critical thinking using comparative approaches in explaining the formation of particular management systems; (4) Persuasive writing skills	Excellent knowledge of management systems in different societies; Strong knowledge of theories and key concepts related to management; Strong evidence of critical thinking using comparative approaches in explaining the formation of particular management systems; excellent writing skills	Good knowledge of management systems in different societies; Good knowledge of theories and key concepts related to management; Some evidence of critical thinking using comparative approaches in explaining the formation of particular management systems; Good writing skills	Adequate knowledge of management systems in different societies; Adequate knowledge of theories and key concepts related to management; Adequate evidence of critical thinking using comparative approaches in explaining the formation of particular management systems; Fair writing skills	Limited knowledge of management systems in different societies; Limited knowledge of theories and key concepts related to management; Little evidence of critical thinking using comparative approaches in explaining the formation of particular management systems; Marginal writing skills	Inadequate knowledge of management systems in different societies; Inadequate knowledge of theories and key concepts related to management; No evidence of critical thinking using comparative approaches in explaining the formation of particular management systems; Poor writing skills
2. Group project and presentation	Assessment will be based on: (1) Knowledge of key concepts applied in relation to management; (2) Evidence of critical thinking using cultural perspectives in explaining the formation of particular systems; (3) Application of theories/concepts; (4) cooperation as a team; (5) Persuasive presentation skills; (6) Overall structure of the presentation.	Excellent knowledge of key concepts applied in relation to management; Strong evidence of critical thinking using cultural perspectives in explaining the formation of particular systems; Strong ability in the application of theories/concepts; Excellent team spirit and presentation skills; Excellent structure	Good knowledge of key concepts applied in relation to management; Some evidence of critical thinking using cultural perspectives in explaining the formation of particular systems; Good ability in the application of theories/concepts; Good team spirit and presentation skills; Good structure	Adequate knowledge of key concepts applied in relation to management; Adequate evidence of critical thinking using cultural perspectives in explaining the formation of particular systems; Fair ability in the application of theories/concepts; Fair team spirit and presentation skills; Fair structure	Limited knowledge of key concepts applied in relation to management; Little evidence of critical thinking using cultural perspectives in explaining the formation of particular systems; Marginal ability in the application of theories/concepts; Poor team spirit and marginal presentation skills; Poor structure	Inadequate knowledge of key concepts applied in relation to management; Mo evidence of critical thinking using cultural perspectives in explaining the formation of particular systems; Inability in the application of theories/concepts; Poor team spirit and presentation skills; Poor structure
3. In-class/on-line discussions	Assessment will be based on: (1) Active engagement in in-class/on-line discussion sessions; (2) Evidence of critical thinking; (3) Ability to apply cultural concepts/theories; (4) Persuasive writing and verbal presentation skills	Active engagement in in-class/online discussions; Strong evidence of critical thinking; Excellent writing and verbal presentation skills	Much effort putting in in-class/online discussions; Some evidence of critical thinking; Good writing and verbal presentation skills	Some effort putting in in-class/online discussions; Fair evidence of critical thinking; Fair writing and verbal presentation skills	Passive engagement in in-class/online discussions; Little evidence of critical thinking; Marginal writing and verbal presentation skills	No effort putting in in-class/online discussions; No evidence of critical thinking; Poor writing and verbal presentation skills

Part III   Other Information (more details can be provided separately in the teaching plan)

1. **Keyword Syllabus**
    (An indication of the key topics of the course.)

    Asian Values; Managerial Practices and Systems; Cultural/Societal Values; National Culture; Confucianism; Hofstede's Five Dimensions of Culture; The GLOBE Study; Power and Hierarchy; Trust; Harmony; Commitment and Loyalty; Face; *Guanxi, Wa,* and *Inhwa*; *Yon-go* relations; Reform; *Zaibatsu-Keiretsu*; *Chaebol*; Government-business relationships; Corruption; Human Resources Management; Women Employment; Negotiation and Decision-making; Tradition versus the Globalization of Management Practices; Confucian Societies: Mainland China, Hong Kong, Taiwan, Singapore, Japan, South Korea; ASEAN (the Association of South-East Asian Nations): Indonesia, Thailand, Malaysia, Philippines, Vietnam

2. **Reading List**
2.1 **Compulsory Readings**
(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Chen, M. (2004). Asian Management Systems: Chinese, Japanese and Korean Styles of Business. London: Thomson. Chapters: Introduction, 1, 4, 6, 10, 11, 12, 13, 15. (Weeks 1, 2, 6, 9, 10 & 11)
2.	Chang, C. S. & Chang, N. J. (1994). The Korean Management System: Cultural, Political, Economic Foundations. London: Quorum Books. Chapter 6. (Week 9)
3.	Chung, K. H., Lee, H. C., & Jung, K. H. (1997). Korean Management: Global Strategy and Cultural Transformation. Berlin: Walter de Gruyter & Co. Chapter 6. (Week 4)
4.	Fukuda, K. J. (1993). Japanese Management in East Asia and Beyond. HK: The Chinese University Press. Chapter 4. (Week 3)
5.	Jackson, K., & Tomioka, M. (2004). The Changing Face of Japanese Management. London: Routledge. Chapter 4. (Week 8)
6.	Lasserre, P. & Schutte, H. (1999). Strategies for Asia Pacific: Beyond the Crisis. London: Macmillan Press. Chapters 1, 9, 10. (Weeks 1, 7, 9 & 10)
7.	Rowley, C., & Abdul-Rahman, S. (2008). The changing face of management in South East Asia. NY: Routledge. Chapter 1. (Week 5)

2.2 **Additional Readings**
(Additional references for students to learn to expand their knowledge about the subject.)

Online Resources

1.	Dahl, Stephan, Intercultural Research: The Current State of Knowledge (January 12, 2004). Middlesex University Discussion Paper No. 26. Available at: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=658202
2.	Firkora, P. (2006). Japanese management practices past and present. Econ. J. of Hokkaido Univ, 35: 115-130. Available at: http://eprints.lib.hokudai.ac.jp/dspace/handle/2115/14864 Accessed on 12 October 2009. (Weeks 5 & 8)
3.	Hofstede, G. (2007). Asian management in the 21st century. Asia Pacific Journal Management, 24: 411-420. Available at: http://www.springerlink.com/content/kuu3460221616174/ (free) Accessed on 26 February 2012. (Week 13)
4.	Hofstede, G. Official Website. Available at: http://geert-hofstede.com/national-culture.html (Week 2)

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

GE PILO	Please indicate which CILO(s) is/are related to this PILO, if any *(can be more than one CILOs in each PILO)*
PILO 1: Demonstrate the capacity for self-directed learning	The course covers articles and book chapters which are interdisciplinary (i.e. historical/political, economic, societal, and technological). In addition, the group project and presentation will allow students to choose their own topic. Therefore, these strategies will facilitate students' self-discovery and reflection. In particular, during the process of group project and presentation, students will demonstrate their capacity for self-directed learning and creativity. (CILO 1, 2, 3, 4 & 5)
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	The in-class discussion, short readings, group project and presentation and examination will contribute to this end. (CILO 1, 2, 3, 4, 5 & 6)
PILO 3: Demonstrate critical thinking skills	Group project and presentation, short reading and evaluation as well as in-class discussion using a multi-disciplinary approach as well as comparative perspective will contribute to this end. (CILO 1, 2, 3, 4 & 5)
PILO 4: Interpret information and numerical data	Can be achieved through the team presentation and discussion (e.g., transform the useful information and data for the group project and presentation). (CILO 1, 2, 3, 4 & 5)
PILO 5: Produce structured, well-organised and fluent text	Examination (esp. essay questions) and group project and presentation. (CILO 1, 2, 3, 4, 5 & 6)
PILO 6: Demonstrate effective oral communication skills	The in-class discussion, debate, group project and presentation and the Q & A session will contribute to this end (CILO 1, 2, 3, 4 & 5)
PILO 7: Demonstrate an ability to work effectively in a team	Many team activities (e.g., group discussions and a group project and presentation) are organized in tutorial sessions (CILO 1, 2, 3, 4, 5 & 6)
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	Students will be able to recognize the important characteristics of our own culture (i.e., Confucian values) and other values and cultures through comparing different values and management systems with other Asian and Western societies. This shall help students think about their own cultures in relation to others, and consequently lead them to think about the complexity of management systems as reflective of social institutions in general. (CILO 1 &2)
PILO 9: Value ethical and socially responsible actions	The course will let students to reconsider the meaning of Confucius thoughts and ethical codes as

	valued by many East Asian managers. On the other hand, the course will also discuss the dark sides and drawbacks of some value and management systems (e.g., corruption), found in Asian societies and therefore will, in turn, enhance students' socially responsible actions in the business world. (CILO 1, 2, 3, 4 & 5)
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	The course takes a multi-disciplinary approach by exploring the development of management systems and practices through historical, political, and cultural/societal perspectives. In addition, searching on the Internet, newsletter writing, guest seminar(s) etc. are included as teaching strategies. These teaching and learning activities together shall develop students' attitude to accomplish self-discovery learning (i.e. develop a strong sense of intellectual curiosity on East Asian values/Confucianism and managerial practices in modern world, as well as being able to actively ask questions and challenge assumptions as described in the literature), and innovation (i.e. newsletter writing which develops students' creativity). (CILO 1, 2, 3, 4, 5 & 6)

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task
Term paper.