

GE2120: ASIAN VALUES AND MANAGERIAL PRACTICES

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Asian Values and Managerial Practices

Subject Code

GE - Gateway Education

Course Number

2120

Academic Unit

Public and International Affairs (PIA)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

GE Area (Primary)

Area 1 - Arts and Humanities

GE Area (Secondary)

Area 2 - Study of Societies, Social and Business Organisations

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

AIS3544 Comparative Management: China, Japan and South Korea

PIA3544 East Asia and Globalization

Part II Course Details**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. 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. 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 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.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe the cultural/societal values (i.e. Confucian values) and management systems of Mainland China, Hong Kong, Japan and South Korea.	25		x	x
2	Compare the similarities and differences reflected in cultural/societal values and management systems between Asian and Western (e.g., USA) societies.	20		x	x
3	Identify the impact of cultural/societal values on managerial practices.	15		x	x
4	Analyse the development of different managerial systems using a multi-disciplinary approach.	20	x	x	x
5	Apply the theories of national culture to explain the development of management systems.	10	x	x	x
6	Demonstrate critical writing and presentation skills.	10	x	x	x

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.

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	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.	1, 2, 3, 4, 5	2 hour
2	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, 2, 3, 4, 5	1 hour

3	Tutorial	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.	1, 2, 4, 6	
4	Tutorial	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.	3, 5	
5	Quizzes	Each student, working alone, will sit for quizzes to demonstrate mastery of the course material	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks ("-" for nil entry)	Allow Use of GenAI?	
1	A group project (include essay writing) and presentation are given to assess students' understanding on the formation and development of different management systems. In addition, peer evaluation, self-reflection on project, and a project revision system will be used to enhance students' reflection ability and the quality of project.	1, 2, 4, 5, 6	40	-	No
2	In-class/online discussions and short individual/group reporting are given to evaluate students' comprehensive ability. The weekly individual sharing session will enhance students' critical thinking and communication skills, and consequently bring positive influence to the class interaction,	2, 5, 6	20	-	Yes
3	2 Quizzes (20% each)	1, 2, 3, 4	40	-	No

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Group project and presentation

Criterion

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 (A+, A, A-)

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 (B+, B, B-)

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

Fair (C+, C, C-)

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

Marginal (D)

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

Failure (F)

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

Assessment Task

2. In-class/on-line discussions

Criterion

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

Excellent (A+, A, A-)

Active engagement in in-class/online discussions; Strong evidence of critical thinking; Excellent writing and verbal presentation skills

Good (B+, B, B-)

Much effort putting in in-class/online discussions; Some evidence of critical thinking; Good writing and verbal presentation skills

Fair (C+, C, C-)

Some effort putting in in-class/online discussions; Fair evidence of critical thinking; Fair writing and verbal presentation skills

Marginal (D)

Passive engagement in in-class/online discussions; Little evidence of critical thinking; Marginal writing and verbal presentation skills

Failure (F)

No effort putting in in-class/online discussions; No evidence of critical thinking; Poor writing and verbal presentation skills

Assessment Task

3. Quizzes

Criterion

Quality and demonstration of knowledge gained from readings and lecture notes.

Excellent (A+, A, A-)

Evidence of excellent conceptual and critical thinking. Ability to comprehend and critique lectures and reading materials. Student is able to make sophisticated arguments and draw insightful conclusions about the key issues and debates concerning values and management practices, societies, issues of identity, and organizational structures and behaviors discussed during the module, as well being able to extend the different theoretical models in a clear and precise manner.

Good (B+, B, B-)

Evidence of good ability to think conceptually. Major themes of the lectures and readings are understood. Student is able to form plausible arguments and reasonably convincing conclusions about key issues and debates concerning values and managerial practices, issues of identity, and organizational structures and behaviors discussed during the module, and have a broad understanding of the theories that underpin them.

Fair (C+, C, C-)

Evidence of incomplete/marginal ability to analyze material presented in lectures and discussion groups. Student demonstrate below class average and only a general understanding of lectures and readings. Student cannot make sustained arguments or reach convincing conclusions.

Marginal (D)

Evidence of limited comprehension of the lectures or reading materials. The course- work was of a low standard and the quiz result was weak. Student has a very limited grasp of key issues and debates concerning values and managerial practices, issues of identity, and organizational structures and behaviors discussed during the module, and the theories used to explain them have not been understood.

Failure (F)

Little or no effort put into the quiz answers. The student has failed to demonstrate even a minimal capacity to analyze issues and debates concerning values and managerial practices , societies, issues of identity, and organizational structures and behaviors dynamics.

Part III Other Information

Keyword Syllabus

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

Reading List

Compulsory Readings

	Title
1	Chen, M. (1995). <i>Asian Management Systems: Chinese, Japanese and Korean Styles of Business</i> . NY: Routledge. Introduction (Week 1 reading).
2	Chung, K. H., Lee, H. C., & Jung, K. H. (1997). <i>Korean Management: Global Strategy and Cultural Transformation</i> . NY: Walter de Gruyter.
3	Fox, M. E. & Urwick, L. (Eds.) (1982). <i>Dynamic Administration: The Collected Papers of Mary Parker Follett</i> . NY: Hippocrene Books.
4	Jackson, K. & Tomioka, M. (2004). <i>The Changing Face of Japanese Management</i> . London: Routledge.
5	Lasserre, P. & Schutte, H. (1999). <i>Strategies for Asia Pacific: Beyond the Crisis</i> . London: Macmillan Press.
6	Montana, P. J. & Charnov, B. H. (2000). <i>Management</i> . NY: Barron's Educational Series.
7	Muller, A. C. (translated works). <i>The Analects of Confucius (論語)</i> . Available at: http://www.acmuller.net/condao/analects.html Accessed on 27 July 2021.
8	Rowley, C., Sohn, T. W., & Bae, J. (Eds.) (2002). <i>Managing Korean Businesses</i> . London: Frank Cass.
9	Teal, T. (1998). <i>The Human Side of Management</i> . In <i>Harvard Business Review on Leadership</i> (pp. 147-170). Boston, MA: Harvard Business School Publishing.
10	Yao, X. (2000). <i>Introduction to Confucianism</i> , Cambridge: Cambridge University Press.
11	Bond, M. H. & King, A. Y. C. (1985). <i>Coping with the threat of Westernisation in Hong Kong</i> .
12	<i>International Journal of Intercultural Relations</i> , 9, 351-364.
13	Dahl, Stephan, <i>Intercultural Research: The Current State of Knowledge</i> (January 12, 2004). Middlesex University Discussion Paper No. 26. Available at: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=658202 Accessed on 12 December 2020.
14	Hall, E.T. (1976). <i>Beyond Culture</i> , New York: Doubleday
15	Hofstede, G. (2001). <i>Culture Consequences: Comparing Values, Behaviours, Institutions, and Organisations across Nations</i> . Thousand Oaks, CA: Sage.
16	Hofstede, G. (2015). <i>The Hofstede Centre, Official Website</i> . http://geert-hofstede.com/index.php Retrieved on 26 Jan 2021.
17	Inghart, D. (1977). <i>The Silent Revolution. Changing Values and Political Styles among Western Publics</i> . Princeton: Princeton University Press.
18	Kluckhohn, C. and Strodtbeck, F. (1961). <i>Variations in value orientations</i> . Evanston, IL: Row, Peterson.
19	Ralston, D.A., Gustafson, D.J., Terpstra, R.H., Holt, D.H., Cheung, F., and Ribbens, B.A. (1993) <i>The impact of managerial values on decision-making behaviour: a comparison of the United States and Hong Kong</i> . <i>Asia Pacific Journal of Management</i> , 10(1), 21-37.
20	Ralston, D.A., Holt, D.H., Terpstra, R.H., and Yu, K.C. (1997) <i>The impact of national culture and economic ideology on managerial work values: a study of the United States, Russia, Japan, and China</i> . <i>Journal of International Business Studies</i> , 28(1), 177-207.
21	Sagiv, L. & Schwartz, S.H. (2000) <i>A new look at national culture: illustrative applications to role stress and managerial behavior</i> , in Ashkanasy, N.N., Wilderom, C. and Peterson, M.F. (Eds.): <i>The Handbook of Organizational Culture and Climate</i> , Sage, Newbury Park, CA, pp.417-436.
22	Schmidt, W. V., Conaway, R. N., Easton, S. S., & Wardrope, W. J. (2007). <i>Communicating Globally: Intercultural Communication and International Business</i> . Thousand Oaks, CA: Sage. Chapter 2, pp. 19-40.
23	Trompenaars, F., & Hampden-Turner, C. (2001). <i>Riding the waves of culture: Understanding cultural diversity in business</i> . London: Nicholas Brealey Publishing.
24	Whitehill, A.M., & Takezawa, S. (1978). <i>Workplace Harmony: Another Japanese Miracle?</i> , <i>Columbia Journal of World Business</i> , vol. 13,no. 3,pp. 25-39.
25	Fukuda, K. J. (1993). <i>Japanese Management: In East Asia and Beyond</i> . HK: The Chinese University Press. Chapter 4 (Week 3 Reading).

26	House, R.J., Hanges, P.J., Javidan, M., Dorfman, P.W. and Gupta, V. (2004). <i>Culture, Leadership, and Organizations: The GLOBE Study of 62 Societies</i> . Thousand Oaks, CA: Sage.
27	Report of Uniqlo. (2005), Fast Retailing Company Ltd. online resource.
28	Wong, M.M.L. (1996). Shadow management in Japanese companies in Hong Kong. <i>Asia Pacific Journal of Human Resources</i> , 34(1): 95-110.
29	Yoshino, M. (1982) <i>Japan's Managerial System: Tradition and Innovation</i> . Cambridge, Mass: MIT Press.
30	Imai, M. (1986). <i>Kaizen: The Key To Japan's Competitive Success</i> . New York: McGraw-Hill.
31	Kano, N. (1984). "Attractive Quality and Must-Be Quality", <i>Hinshitsu, JSQC</i> , Vol.14, No.2.
32	Nagamachi, M. (2008). Perspective and the new trend of Kansei / affective engineering. <i>The TQM Journal</i> , 20(4): 290-298. Available at: http://www.fcrm.ir/mads/ebk1078.pdf Accessed on 17 November 2021.
33	Sashkin, S. & Kiser, K. S. (1993). Putting total quality management to work [electronic resource] : what TQM means, how to use it, & how to sustain it over the long run. San Francisco : Berrett-Koehler. On-line reading, Chapter 2: What is TQM? (Week 4 Reading).
34	Chung, K. H., Lee, H. C., & Jung, K. H. (1997). <i>Korean Management: Global Strategy and Cultural Transformation</i> . NY: Walter de Gruyter. Chapter 6 (Week 5 Reading).
35	Chang, C. S. & Chang, N. J. (1994). <i>The Korean Management System: Cultural, Political, Economic Foundations</i> . London: Quorum Books.
36	Chen, M. (1995). <i>Asian Management Systems: Chinese, Japanese and Korean Styles of Business</i> . London: Routledge. Chapters 4 & 6 (Week 6 Reading)
37	Ralston, D. A., Terpstra-Tong, J. Terpstra, R. H., Wang, X., & Egrl, C. Today's State-owned enterprises of China: Are they dying dinosaurs or dynamic dynamos? <i>Strategic Management Journal</i> , 27: 825-843.
38	Szamosszegi, A. & Kyle, C. (2011). <i>An Analysis of State-owned Enterprises and State Capitalism in China</i> . Washington, DC: Capital Trade, Incorporated.
39	Dahl, Stephan, <i>Intercultural Research: The Current State of Knowledge</i> (January 12, 2004). Middlesex University Discussion Paper No. 26. Available at: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=658202 Accessed on 12 December 2020. (Week 2 Reading)
40	Firkora, P. (2006). Japanese management practices past and present. <i>Econ. J. of Hokkaido Univ</i> , 35: 115-130. Available at: http://eprints.lib.hokudai.ac.jp/dspace/handle/2115/14864 Accessed on 12 October 2021.
41	Chen, M. (1995). <i>Asian Management Systems: Chinese, Japanese and Korean Styles of Business</i> . London: Routledge. Chapter 1 (Week 8 Reading)
42	Chang, C. S. & Chang, N. J. (1994). <i>The Korean Management System: Cultural, Political, Economic Foundations</i> . London: Quorum Books. Chapter 7 (HRM).
43	Chung, K. H., Lee, H. C., & Jung, K. H. (1997). <i>Korean Management: Global Strategy and Cultural Transformation</i> . NY: Walter de Gruyter. Chapter 7 (HRM).
44	Firkora, P. (2006). Japanese management practices past and present. <i>Econ. J. of Hokkaido Univ</i> , 35: 115-130. Available at: http://eprints.lib.hokudai.ac.jp/dspace/handle/2115/14864 Accessed on 12 October 2021.
45	Chen, M. (1995). <i>Asian Management Systems: Chinese, Japanese and Korean Styles of Business</i> . London: Routledge. Chapters 11, 12 (Week 10 Reading)
46	Morikawa, H. (2001). <i>A History of Top Management in Japan: Managerial Enterprises and Family Enterprises</i> . New York: Oxford University Press.
47	Chang, C. S. & Chang, N. J. (1994). <i>The Korean Management System: Cultural, Political, Economic Foundations</i> . London: Quorum Books. Chapter 6 (Chaebol).
48	Bennis, W., & Nanus, B. (1985). <i>Leaders: The strategies for taking charge</i> . New York: Harper and Row. Chang, C. S., & Chang, N. J. (1994). <i>The Korean Management System: Cultural, Political, Economic Foundations</i> . London: Quorum Books.
49	Chen, M. (1995). <i>Asian Management Systems: Chinese, Japanese and Korean Styles of Business</i> . London: Routledge. Chapters 10, 13, 15 (Week 11 Reading)

50	Cheng, B. S., Boer, D, & Chou, L. F. et al. (2013). Paternalistic leadership in four Asian Societies: Generalizability and cultural differences of the triad model. <i>Journal of Cross-Cultural Psychology</i> , 44(8): 1-9.
51	Dorfman P. W., Howell, J. P., Hibino, S. Lee, J. K., Tate, U., & Bautista, A. (1997). Leadership in Western and Asian countries: commonalities and differences in effective leadership process across cultures. <i>Leadership Quarterly</i> , 8(3): 233-274.
52	Fu, P. P., Tsui, A., Liu, J., & Li, L. (2010). Pursuit of whose happiness? Executive leader's transformational behaviors and personal values. <i>Administrative Sciences Quarterly</i> , 55(2): 222-254.
53	Fukuda, K. J. (1993). <i>Japanese Management: In East Asia and Beyond</i> . HK: The Chinese University Press.
54	Kotter, J. P. 1998[1990]. <i>What leaders really do, Leadership</i> . Boston, MA: Harvard Business School Publishing.
55	Wu, M. & Xu, E. (2012). Paternalistic leadership: from here to where? <i>The Handbook of Chinese Organizational Behavior: Integrating Theory, Research and Practice</i> , Huang, X. and Bond, M. (ed), Edward Elgar, United Kingdom, 1 May 2012, pp. 449-453.
56	Zaleznik, A. 1998[1977]. <i>Managers and Leaders: Are They Different?</i> , Leadership. Boston, MA: Harvard Business School Publishing.
57	Hofstede, G. (2007). Asian management in the 21st century. <i>Asia Pacific Journal Management</i> , 24: 411-420. Available at: http://www.springerlink.com/content/kuu3460221616174/ (free) Accessed on 26 February 2021.

Additional Readings

Title	
1	Nil

Annex (for GE courses only)

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:

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

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

1, 2, 3, 4, 5, 6

PILO 3: Demonstrate critical thinking skills

1, 2, 3, 4, 5

PILO 4: Interpret information and numerical data

1, 2, 3, 4, 5

PILO 5: Produce structured, well-organised and fluent text

1, 2, 3, 4, 5, 6

PILO 6: Demonstrate effective oral communication skills

1, 2, 3, 4, 5

PILO 7: Demonstrate an ability to work effectively in a team

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

1, 2

PILO 9: Value ethical and socially responsible actions

1, 2, 3, 4, 5

PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation

1, 2, 3, 4, 5, 6

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.