

This growth trajectory indicates Chinese corporations continue to play a significant role in international business, with the BRI further accelerating the need for culturally competent managers. Whether working domestically or abroad, these managers will be crucial to fostering integration and achieving success in an increasingly multicultural world.

1.2. Course Overview:

This course examines the major theoretical perspectives and critical issues in cross-cultural management through a multidisciplinary lens. Students will gain insight into the complexities of management in a variety of cross-cultural settings.

1.3. Course Structure

According to an international survey by McKinsey & Company, 72% of businesses were using AI by early 2024.

Classes will employ a case study approach, with students working in management or consulting teams to identify, analyze, and resolve disruptive challenges arising from cultural differences. While theoretical bases will be examined, the course emphasizes practical application, enabling students to address real-world scenarios effectively.

A central feature of the course is the integration of Artificial Intelligence (AI) as a tool to support problem-solving in cross-cultural management. Students will learn to harness AI to identify, evaluate, and apply established theoretical frameworks, with a focus on discerning accurate information and recognizing misleading data (i.e., "hallucinations"). Additionally, students will develop skills in crafting, evaluating, and refining effective prompts to enhance AI-driven analysis, gaining hands-on experience in leveraging AI to address complex cultural management issues.

The course will be dynamic in nature with the potential for short-notice changes in the schedule as student interests dictate. Moreover, the class is expected will be highly interactive, with students discussing and critiquing the results from AI research

1.4 Textbooks and Reading Materials

There is no required material for the course, but various readings may be posted on CM or provided in class. 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, the GLOBE Study, M.J. Gelfand, the World Values Survey, etc., 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

Learning Goals	Objectives	Assessment
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 case studies
	1.2. Students are able to professionally present ideas and logically explain and defend their argument.	
2. Our graduates will be skilled in team work and leadership.	2.1. Students will be able to lead and participate in groups for projects, discussion, and presentation.	Students will be assigned to work in groups for cross-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	Ethical variations across cultures in the business context will be explored in both theory

	aspects, provide a solution and defend it.	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.	The use of GAI will play a central role in the development of course content, case analysis, and presentations of findings.
	5.4. Students will demonstrate a capability to productively employ Artificial Intelligence (AI) and evince skills in discerning misleading data (i.e., "hallucinations")	

2.2 Course specific objectives

2.2.1 Primary Objectives

- Provide an organizing framework for recognizing and analyzing cross-cultural influences in an organizational context.
- Learn to understand, accommodate, and benefit from cultural differences in multicultural environments
- Gain an appreciation for using Artificial Intelligence (AI) to assist in resolving cross-cultural issues in a business environment
- Gain experience in critically examining and evaluating AI derived information.

2.2.2. Specific objectives

- Understand contemporary theoretical foundations that explain varied cultural worldviews, intercultural communications, and cross-cultural practices in commercial environments.
- Recognize how diverse culturally based value systems impact business operations.
- Understand how culture influences the principal contexts of corporate management—e.g. leadership, decision making, negotiations, conflict management, etc.
- Learn how:
 - employee motivations vary across cultures.
 - to acquire and apply intercultural competence in cross-cultural settings.
 - to lead, and interact with, multicultural workgroups in commercial contexts.
- Obtain the intercultural competencies requisite to successfully live and work in a multicultural environment.
- Understand how cultural perceptions affect the marketing and service industries.
- Gain awareness of culture's role in expatriate relocation, adjustment, and adaptation.
- Learn the cultural values and business behaviors of selected countries in Asia, the Americas, Europe, and the Middle East.
- Gain experience in:

- using AI to derive solutions to simulated cross-cultural management challenges.
- critically examining AI constructed information

2.3 Assessment/Grading Details

Weight	Type	Description
10%	Class Attendance	
15%	Class Participation	Actively contributing to class discussions/exchanges
30%	Term Project Report (Business Proposal)	A group project analyzing/detailing the impact of culture on a cross-cultural business project in an international context or a specific country/region.
20%	Term Project Presentation	Business proposal presentation
25%	Final Case Analysis	Individual analysis of a case study

Assignments must be handed in on time on the due date via electronic submission.

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

2.3.1 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 explained.

2.4 Academic Honesty and Plagiarism

It is important for a student's effort and credit to be recognized through class assessment. Credits earned for work due to efforts done by others are clearly unfair. Deliberate dishonesty is considered academic misconduct, which include 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 obtain dishonestly grades, honours, 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 check. A misconduct check may include reproducing the assessment, providing a copy to another member of faculty, and/or provide a copy of the 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 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 failing grade for the whole course, and/or referring the matter to the Peking University Registrar.

AI tools requirements:

Using AI tools to complete assignments or assessments without the approval of the course instructor will be regarded as an act of academic dishonesty. Depending on the severity of the situation, penalties will be implemented in accordance with the provisions of the Peking University Graduate Student Handbook.

For more information of plagiarism, please consult the *PHBS Student Handbook*.

3. Topics, Teaching and Assessment Schedule

The selection and schedule of topics for this course is, by design, dynamic. Student input will influence the direction and content of classes. **Therefore the course calendar is subject to adjustment provided that fair notice is given to the class.**

Week	Class 1	Class 2
1 17 & 20 Feb	Introduction of course and instructors.	Introduction to AI (Understanding and application)
2 24 & 27 Feb	Culture Simulation; AI Searches and comparisons of definitions of seminal course themes	Cultural Values Typologies
3 03 & 06 Mar	Cultural Values Typologies	Cultural Values Typologies
4 10 & 13 Mar	GLOBE Study; World Values Survey; Leadership & Management Styles; Employee Motivation	Cultural Transitions
5 17 & 20 Mar	Simulated Business Meeting	Simulated Business Meeting
6 24 & 27 Mar	Conflict, Negotiation, & Decision Making	Multicultural Workgroups/Teams; Global HR; Gender
7 31 Mar 03 Apr	Case Study Video	Analysis/Discussion of Case Study Video
8 07 & 10 Apr	<i>Developed Topics</i>	<i>Developed Topics</i>
9 14 & 17 Apr	Project Presentations	Project Presentations
TBD	Final Exam (Individual Case Study Analysis)	

4. Miscellaneous

This course will employ a case-study pedagogy (教育学), with limited lecture time. Students will work in teams and use AI to identify, understand, analyze and discuss cross-cultural management issues. Therefore, class attendance takes on added significance.