



Case Example from HKUST

Subject area: Management

Course codes:

MGMT 2110	Organizational Behaviour
MGMT 2130	Business Ethics and Social Responsibility
MGMT 6520L	Cross-cultural Negotiation

Instead of teaching internationalisation as a separate subject, Prof. Chao tactically incorporates elements of internationalisation into her courses MGMT 2110, MGMT 2130, and MGMT 6520L to provide a global worldview to the students. This is done through integrating different theories and examples in the course materials and fostering a collaborative culture to support students from different backgrounds to work together throughout the courses. Group work is a vivid case in point. To help prepare students to work with others who might have different training and background, Prof. Chao and her colleagues formed diverse workgroups for students to work on group assignments together. The groups are arranged according to such factors as cultural backgrounds, disciplines, genders, age and the year of study. Reflective of the fact that conflicts and miscommunication often arise in group work, Prof. Chao aims to cultivate a supportive learning environment that encourages students to explore different options and to look into different possibilities. She notes that providing students with the opportunities to work with the others who might have different goals, preferences, and interests in a safe learning environment is the key to help prepare students for their future work in which they might encounter unfamiliar others whom they need to work with. Recognising the importance in preparing students to deal with future challenges, Prof. Chao also works with the Exchange Team. The goal is to develop information sessions and preparation materials that help students to adjust in a foreign cultural environment during their exchange semesters.

The Master level course on Cross-cultural Negotiation conducted by Prof. Chao is another example of how multicultural perspectives are incorporated into teaching and learning. That course introduced students to basic and advanced issues in negotiation, such as negotiation strategies, dispute resolution processes (including alternative dispute resolution methods), and principles of conflict management. Potential issues arise from cultural differences (e.g., perceptions, interests, preferences) are also discussed. She encourages students to apply this knowledge and to practice their skills inside (e.g., their team assignments) and outside (e.g., at work) of the classroom.

Prof. Chao notes that different instructors might have different personal styles and pedagogy. There is probably not a single best way in approaching teaching and learning in general, not to mention whether and how to best incorporate the ideas of internationalisation into teaching. An important key is that in the process of learning and exploration, it is important to have institutional support to both the instructors and the students. She appreciates having supportive environment, mentors, and colleagues that enables her to explore and to learn about teaching and learning.



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Cite this item:

CoP – ITL. (2019, Jan). *Case example of Prof. Melody Chao*. Retrieved from
<https://www.cetl.hku.hk/cop-itl/wp-content/uploads/2019/01/ProfMelodyChao.pdf>.