Management education and development in China: a research note

Agnes Lau and Bet Roffey

Agnes Lau is Senior Lecturer at Northern Territory University, Darwin.

Bet Roffey is Associate Professor at Flinders University, Adelaide.

Abbreviations

MBA   Master of Business Administration

Since the late 1970s, the government of China has aggressively sought international assistance to overcome the critical shortage of management resources. China identified a lack of management education programs as one of the major obstacles in its endeavour towards modernisation. Efforts over more than two decades have resulted in a mushrooming of academic management education and executive training programs originated from, or in partnership with, foreign countries (McGugan 1995). It is hoped that as a result of learning from a variety of countries and approaches, a management education, training and development system which serves China's own needs will emerge. In recent years, however, uncertainties have developed with regard to the effectiveness of these 'imported' programs in the Chinese context. Given the historical tendency towards Western ethnocentricity in formal management education programs, foreign management educators risk being accused of 'pedagogical imperialism' in their efforts to assist China's development.

This article examines these uncertainties and argues that cultural factors have impeded Chinese managers' learning of management theories and techniques which were originally developed in the Western cultural context. It identifies those distinctive cultural characteristics which dominate the learning of management values, attitudes and practices in China, and explores how these in turn shape Chinese views of management education and development. An analysis of the cultural difference in teaching and learning orientations between the foreign educators and Chinese managerial students is also provided, highlighting the impact of this difference on the potential effectiveness of 'imported' management programs. Finally, the article presents an approach to developing culturally sensitive management education and development programs.

Effectiveness of 'imported' management education and development programs in China

Much has been written in recent years about the economic and global development of China and the business opportunities available for multinational enterprises based in advanced economies. Staffing is considered to be a major challenge facing these enterprises operating in China. The matter is given the greatest consideration by the enterprises, particularly in relation to the positions of chief executive officers and senior-level managers. However, there are widespread difficulties associated with culture and tradition of both expatriate and local Chinese managers. These difficulties constrain the managers' understanding and acceptance of business and social practices that differ from those of their own countries, resulting in conflicts in values, attitudes, interests and organisational behaviours among expatriate and local Chinese managers and employees.

These problems in turn generate other human resource and strategic management problems; in job design, leadership, motivation, performance and productivity improvement, and organisational

development. Problems of this nature are wide-ranging and significantly impede the multinational enterprises operating in China. There are reports of increasing attention being given by these enterprises in providing their expatriate managers in China with pre-departure training, with a view to adapting to the 'Chinese-ness' of the local managers and employees (Child 1994, Joynt and Warner 1996, Hickson 1997, Haley 2000). However, the tremendous task of training more than seven million Chinese administrators to be effective managers in the public, private, joint-venture or international sectors of China, most of whom have no formal management education and training or professional qualifications beyond high school, remains a major challenge in the country's global development (Bu and Mitchell 1992, McGugan 1995, Warner 1993, Lu and Bjorkman 1997).

Extensive studies have been conducted by prominent researchers in cross-cultural and international management and management-education research, such as Hofstede (1983, 1993, 1997), Adler (1983), Ronen and Shenkar (1985), Schein (1988), Warner (1993), Child (1994) and Lu and Bjorkman (1997). These studies have been mainly concerned with analysing cross-cultural issues (in terms of barriers, problems, opportunities and effects) and advising on options for addressing these issues. The limited volume of literature on the development of management education in China reflects the fact that the country's management research and training is still at a basic stage of development.

Foreign educators and cultural discrepancy

Current literature on management education and development programs in China largely reports problems associated with cultural discrepancy in these 'imported' programs (Pun 1990, Bu and Mitchell 1992, Siu 1992, Joynt and Warner 1996, Lau et al. 2000). The discrepancy lies between the teaching and learning process of the content of these programs on the one hand, and Chinese national characteristics on the other. Examples of management theories, program designs and instructional methods being imported and applied in China with little or no adaptation by the foreign educators are not uncommon. The nature of management, managerial activities, classroom culture, decision making in the curriculum and learning design, teaching material and teaching staff quality, participation and direction in the learning process, and the learning climate and pedagogy practices of this nature often totally neglect the Chinese cultural element. The result may be misunderstanding and ineffective learning, which defeats the overall purpose of these programs.

Nearly two decades ago, Hofstede first cautioned that 'the convergence of management will never come. What we can bring about is an understanding of how the culture affects our thinking differently from other people's thinking and what this means for the transfer of management practices and theories' (Hofstede 1983:39, see also 1993, 1997). Hofstede's identification of the reciprocal interaction between culture, and

managerial mindset remains true today in China. The cultural difference in teaching and learning orientations between the foreign educators and Chinese managerial students cannot be neglected. Unless this discrepancy is addressed, the efforts of the foreign educators and consultants towards China's management and global development are likely to be ineffective.

Attempts to discuss this in international management literature have focused on the discussions of the international environment and skills expatriate executives require to lead and manage their organisations successfully in host countries, or the type of cross-cultural training necessary to facilitate the acquisition of these skills (Blunt and Richards 1993, Beamish et al. 1997, Haley 2000, Lau *et al.* 2000, Mendenhall and Oddou 2000). Included in the cross-cultural training are issues such as understanding a host country's economic development, political regime, national development, industrial policies and legal system; and skills development to enable the expatriate managers to operate within a different culture, history, value, social system and language. The importance of such training as a means of facilitating effective cross-cultural interactions to enhance international business success is widely acknowledged in the research literature.

The focus of cross-cultural training literature has been on expatriate managers (Warner 1992, Child 1994, Joynt and Warner 1996, Tung 1996, Hickson 1997, Khatri 2000). There are widespread reports that cross-cultural education is essential for managers to work in overseas countries successfully. There is also increasing evidence that,

without the benefit of cross-cultural knowledge and skills, expatriate managers are less effective than those who have received such training. A survey of cross-cultural and expatriate training literature of the past decade, particularly those of the Asian and Pacific regions, reveals little evidence of expatriate educators having undertaken pre-departure cross-cultural training before being sent overseas to educate the managers in a host country. This indicates a shortage of expatriate educators who possess cross-cultural knowledge, understanding and skills. Just as such understanding and skills are essential for expatriate managers, it is at least equally important that expatriate educators are cross-culturally proficient in their teaching, thus enhancing the learning effectiveness of host country students.

Literature related to the development of management education in Asian countries has identified the growth in recent years of business and management programs taught by overseas universities in these countries (Pun 1990, Siu 1992, Bu and Mitchell 1992, Haley 2000, Johnson 1991, Khatri 2000, Lau et al. 2000, Warner 1993, Whiteley et al. 2000). In China, the Master of Business Administration (MBA) has been widely considered as the most recognised and prestigious management degree (Micklethwait 1996). China has 'imported' MBA programs from universities in the United States, Canada, Europe, Australia and other Western countries, taught by foreign educators at business or management schools in universities. It is an environment in which teaching and learning often fail because of problems associated with cross-cultural

differences. The costs of failed cross-cultural encounters between foreign educators and Chinese managerial students are significant. While there is extensive demand in the country for Western MBA degrees, there is also a strong view that these degrees are inadequate in addressing the values, needs and expectations of both Chinese managers and the business environment in China.

Cross-cultural proficiency considerations

Commentators on the operation and improvement of Western MBA degrees in China often focus on areas such as curriculum design, teaching materials, student sources, quality of teaching staff, and employment of management graduates (Boisot and Fiol 1987, Pun 1990, Black and Mendenhall 1992, Siu 1992, Bu and Mitchell 1992, Haley 2000). Emphasis is placed on the need to develop these areas to suit the needs of Chinese managerial students. In the area of foreign educator quality, the following main concerns are cited

- educators' difficulties in understanding the nature of management and managerial activities in China

- educators' inabilities to combine knowledge of foreign theories with China's present management environment

- dogmatic adaptation of the Western approach to teaching management in China.

It is suggested that foreign educators often experience difficulties in identifying those Western management concepts and techniques which are truly useful and important for Chinese students. There is a lack of student participation in class activities, such as communication and feedback in lectures, or such active learning techniques as group discussions, case studies or role-plays, all of which are considered by foreign educators as being essential components of both the content and method of management education and training. In addition, there is an incompatibility of interests between the foreign educators and the Chinese faculty and its administrative support system. The literature, however, having identified the type of problems associated with foreign educators, is unclear about what kind of improvements are necessary for change. More importantly, the process of change or how foreign educators can be developed to enhance teaching quality is unclear.

The problems indicated above reflect that the underlying causes are cross-cultural and are due to one set of cultural values (the foreign educator's) being given precedence over another. It appears that the majority of foreign university educators, who may have been well qualified and experienced in their teaching disciplines, are either unaware of or unconcerned about the impact of national cultural factors which characterise the environments of management learning and development in China. While they attempt to educate Chinese managers, they are not attuned to the nature of Chinese management, the traditional Chinese pedagogy and classroom culture, or their students' beliefs and attitudes towards foreign experts and assistance from the West. This lack of awareness, in turn, affects the interaction and relationship between these foreign educators and their students, and the quality of their teaching.

Chinese management educators (Deng and Wang 1992, Yuen and Lee-Seok 1994, Lau et al. 2000) suggest the following ways of addressing these awareness problems

- a thorough learning-needs analysis can be conducted to ensure that MBA content is relevant to the needs of Chinese managerial students

- lectures can be prepared and organised with the needs of the students in mind

- use of culturally-bound exercises, case studies and other teaching materials are to be avoided

- discussions can be encouraged, so that Chinese students can explore and refine ideas that are relevant to them

- experiential learning approaches can be used to allow students to express their own cultural values, and to allow for more effective transfer of learning in the workplace.

However, unless these foreign educators understand well the cross-cultural differences both in what is being (and should be) taught and how it is being (and should be) taught in China, it is likely that classroom content, methods and the interaction and relationship between educator and students will still be dominated by the educators' cultural values.

Cultural characteristics in the learning and practice of management values, attitudes and behaviours in China

The previous sections of this paper have argued that expatriate educators must 'internationalise' their teaching to achieve effectiveness. This means that a foreign management educator in China has to be able to identify both the cultural assumptions of the Chinese managerial students, as well as his or her own cultural assumptions. The educator has to be able to interpret Chinese beliefs and values correctly and understand situations and issues as the Chinese students do if teaching effectiveness is to be achieved. It is one thing to understand intellectually that Chinese students may have different beliefs and values, but understanding this behaviourally in a way that affects one's teaching is not easy.

Research literature abounds with reports of expatriate managers experiencing value conflicts and uncertainties in cross-cultural encounters (Johnson 1991, Child 1994, Harris and Moran 1996, Jackson and Bak 1998, Lau et al. 2000). So, what are the basic cultural dimensions that cause cultural conflicts between the foreign educators and Chinese managerial students? Which aspects of Chinese culture are expected to have some bearing upon managerial learning? And how do these cultural aspects affect the way Chinese managers learn? What influence do cultural values have on the teaching dynamics involving the foreign educators on one hand, and the learning outcomes of the Chinese managers on the other?

Basic cultural dimensions

At this point it is important to identify those basic cultural dimensions which influence the way Chinese managers learn. In his influential and widely-quoted work, Hofstede (1983, 1993, 1997) identified four cultural dimensions—

- **power distance**, which measures the way a particular society handles inequality among people. Western societies tend to play down inequality as much as possible. Other societies and cultures accept and support large imbalances in power, status and wealth.

- **uncertainty avoidance**, which looks at how a society deals with future uncertainty. A society with a weak uncertainty avoidance does not feel threatened by uncertainty and is generally tolerant and secure about the future. Strong uncertainty avoidance cultures try to overcome future uncertainties by developing institutions that create security and avoid risk.

- The **individualism versus collectivism** dimension, which measures an individual's relationships with other people and the degree to which the desire for personal freedom is played off against the need for social ties.

- **masculinity** defines a society if there are extensive divisions of social roles by gender. A society is 'feminine' if these divisions are relatively small.

In addition to Hofstede's original four dimensions, additional research by Hofstede and Bond (1988), in a 22-country Chinese Value Survey of students in a range of disciplines, identified a culture-bound dimension of 'Confucian Dynamism'. The values associated with 'Confucian Dynamism' included 'the relative importance of persistence (perseverance), ordering relationships by status and observing this order, thrift, [and] having a sense of shame' (Hofstede and Bond 1988:17). In linking high scores on their 'Confucian Dynamism' scale with the strong economic growth in Hong Kong, Taiwan, Japan and South Korea, Hofstede and Bond argue that the values negatively associated with 'Confucian Dynamism'—namely 'personal steadiness and stability, protecting your face, respect for tradition [and] reciprocation of greetings, favors and gifts' (Hofstede and Bond 1988:17)—constrain innovation, adaptation of Western technology, and entrepreneurial risk-taking and initiative. The sampling and methodological constraints of the Hofstede and Bond study (100 students from each country), however, preclude definitive inferences about the link between 'Confucian Dynamism', economic growth, and management education.

Other conceptual frameworks have been created to assist in the task of objective cultural analysis and comparison (see, for example, Smith et al. 1997, Trompenaars and Hampden–Turner 1993, 1997). In this paper, however, the cultural dimensions developed by Hofstede—particularly the power distance dimension and the uncertainty avoidance dimension—are used to examine ways in which Chinese managerial students learn.

Hofstede's cultural dimensions have important bearings on how foreign educators teach in China and how Chinese students learn. A real-life classroom example which often puzzles foreign educators, is why the majority of Chinese students seem unresponsive and uninvolved. Is it only because of the language barrier, or are the students unprepared for the class? The educator's assumption that students should be responsive and involved in the class is based on an implicit preference for the democratic, participative teaching approach

which is widely practised in democratic Western societies. While the approach is appropriate for teaching students of a culture which is democratic (low in power distance), this approach may not necessarily be effective within a more authoritarian (high in power distance) society like China.

Chinese cultural values which influence student learning

In the traditional Chinese pedagogy, students develop mastery of principles through repeated indoctrinations and rote-learning (Child 1994, Rarick 1995, Tung 1996, Pan and Hyu 1998). Classroom activities are dominated by teachers' lectures with little opportunity for students to question and discuss. Students are not trained to express opinions in the presence of authority figures. Achievement is assessed almost entirely through written examinations which are not designed to test students' abilities to work with other people or solve practical problems. Commentators on management education and development in China (Bu and Mitchell 1992, Deng and Wang 1992, Ernest 1993, Warner 1993, Aragone 1996) emphasise that in teaching business and management disciplines, Chinese students are imbued with doctrines in much the same way as students 100 years ago were taught Confucian classics.

Various authorities on Chinese culture have put forward different lists of key elements which are likely to have a particular bearing on management. There is, however, wide agreement that the culture is derived primarily from Confucianism. Studies by Child (1994), Rarick (1995),Tung (1996), Pan and Hyu (1998) and Fukuda

(1999) reveal that the Confucian tradition has a concern for the correct and well-mannered conduct of one's duties, based on a sound respect for the social conventions of a patrimonial system. It stresses order, hierarchy, quality of relationships and obligation to social collectivities, especially the family. Age is respected, particularly in the case of male heads-of-family, while education is also valued as the means of achieving a better social status, which in turn reflects well on the family.

Four Confucian values have been identified as having particular relevance for management in China: age and hierarchy, groups, face, and relationships. We argue that the first three of these cultural values have similar relevance to Chinese managerial students in their learning process. These values constitute an important explanation of why Chinese managerial students expect to be 'led' by the foreign educators, tend to accept theories presented to them uncritically, largely neglect the development of problem-solving ability in real-life situations or are not participative. They may be expected to impact on management education in a number of ways.

- **Respect for age and hierarchy.** Chinese managerial students will use these Confucian values to clarify their position in the teacher/student hierarchy. This will favour a hierarchy of centralised decisionmaking.

- **Orientation towards groups.** Chinese managerial students, as members of the extended family or workgroup which forms the basic social unit, are expected to maintain harmonious relationships. In

this, the foreign educator symbolises the father or leader figure which provides the standard for learning to be accepted without challenge.

- **The preservation of 'face'.** Chinese managerial students attach importance to the views others hold of them far more than may be expected in other cultures. Questioning the teacher's wisdom, challenging others' views in discussions or proposing deviations carry the risk of losing others' or the foreign educators' 'face'. Such behaviour is culturally inhibited. Likewise, avoiding conflicts helps to preserve their own 'face'.

These traditional cultural values can have consequences, not only in learning effectiveness but also in the professional development of the Chinese managerial students. It is reasonable to assume that these learning characteristics will reinforce the students' traditional practices, despite their attempts to learn to become global and more effective managers practising in China. Child (1994) argues that the specific attributes of the Confucian values can cause problems for the improvement and reform of Chinese management in numerous ways:

- by reinforcing the hierarchical and conformist characteristics of the top-down command structure
- by presenting difficulties for the development of individual responsibility
- by discouraging individual initiative and evaluation of personal performance
- by avoiding conflict and preserving harmony, for the sake of preserving 'face'.

Management teaching and learning in Western societies have been moving from teacher-centred lecturing to a much more experiential, hands-on approach. Foreign educators in China who attempt a facilitator's role in this approach can meet with resistance from Chinese students. Hofstede's study revealed that Chinese workers (or managers) have a strong need for uncertainty avoidance and a wish to be told what is right and wrong in their practices. The Chinese students would have an expectation of being lectured to by an authoritative and authoritarian figure. Open-ended theories and open-ended teaching strategies, which are used to develop good solutions rather than correct ones, can be seen by these students as an abdication of the educator's responsibility.

Characteristics of the Chinese learner

It appears that in a cross-cultural setting, the relevance of a teaching approach and its impact on the learner's behaviour is a great deal more significant than the dynamics within the teaching and learning process in a non-cross-cultural setting.

In our experiences in educating managers from different cultures, we have observed several major learning characteristics among Chinese managerial students and have sought to compare these with our experience of 'Western' management students. Our observations are consistent with those described in existing literature, and were confirmed by our discussions with Chinese academics and others who have been involved in management programs in China. These distinctive characteristics are presented in Figure 1, in the contexts of two of Hofstede's cultural dimensions: the power distance dimension and the uncertainty avoidance dimension, as a

comparison between the learning behaviours of Western and Chinese managers.

This comparison highlights the cultural differences between Western and Chinese managerial learners. The differences impact on the learners' vastly different thinking patterns, learning approaches and their perceptions of the teacher's role. The cultural dimensions of power distance and uncertainty avoidance help explain what these learners value and why they behave the way they do in their learning process. More importantly, this comparison signals that a significant cultural gap exists between foreign educators and their Chinese students.

Bridging the cultural gap

What should foreign educators do when faced with value-laden Chinese students to whom much of the Western management teaching and learning theories, if not incomprehensible, certainly appear irrelevant? A starting point seems to be an awareness, derived from knowledge acquired from carefully designed programs of cross-cultural education and development. A declared awareness of the cross-cultural differences may enable the educators to modify their attitude, knowledge or skill behaviour in their teaching practices, rather than single-mindedly adopt a Western approach which reflects their own value systems.

In the literature on management education in China, where there are reports of student reluctance or difficulty in adapting to Western ideals, there are also indications that Chinese managers are now eager to learn not only the contents but also the methods of modern management education. Successful experience of adapting active learning techniques to the characteristics of Chinese managerial students has been documented by several Western educators who have made a concerted effort to explore the matter together with Chinese management educators (Deng and Wang 1992, Pan and Hyu 1998, Haley 2000, Whiteley et al. 2000). Despite the recognised difficulties and the mixed results achieved so far, the combined effort of these foreign and local management educators in China can serve as a stimulus to follow-up studies in these areas. The following are adaptations commonly articulated by them.

- Teaching at a pace appropriate to the Chinese students. For example, the educator moves along the continuum from teacher-centred learning (such as lectures), through discussion, then to more experiential learning where the students' own values are not only expressed, but also become the basis for the learning which takes place.

- Classroom discussion, student presentation, project and case analysis can be potentially viable teaching tools, especially to the Chinese students who have prior experience, provided that the materials used are realistic within the Chinese context.

- Integrating active teaching methods into the Chinese management programs is considered necessary in order to develop the skills of active and critical enquiry among Chinese students who are faced with increasingly challenging tasks of management.

Figure 1   Learning characteristics of managerial students

Western managerial students	Chinese managerial students
POWER DISTANCE	
Degree of teacher authority	
Seek informal relationship and integrate with teacher	Seek formal relationship with teacher, expect teacher to be solemn, paternalistic (strict) and view informality as laziness
Equate teacher to a resource who is someone outside the student's intimate circle	Equate teacher to having a paternal role within the student's intimate circle
Moderate degree of respect towards teacher	High degree of respect towards teacher
Question teacher's wisdom and only accept learning points which are found appropriate	Accept teacher's wisdom without question and expect teacher to provide learning points
Prefer to have a say in learning design, content and delivery	Accept the rulings of the 'expert' (teacher)
View teacher as a facilitator who provides direction and guidance on mapping out student learning	View teacher as an expert who bestows wisdom and shares experience with student
Authority in learning process	
Believe that everyone has equal chance to be a decisionmaker	Believe that teachers are decisionmakers
Believe that decisions should be made by those who are involved	Believe that decisions should be made by those who have the appropriate experience
Like making decisions and mutually agreeing learning goals/devices with teacher	Entrust decisions affecting them to 'expert', and accept learning goals set by teacher
Believe that decisions be made by those who are being affected, as learning outcomes affect them	Prefer teacher make the decisions for them

Figure 1   Learning characteristics of managerial students

Western managerial students	Chinese managerial students
UNCERTAINTY AVOIDANCE	
Involvement in learning process	
Consider learning design provided by teacher brings about significant learning	Consider learning comes directly from teacher, not from learning design
Prefer non-directed approach	Prefer teacher-directed approach
Readily accept that learning takes place through own discussions and constructions insights	Unable to accept that learning takes place, even if discussions have provided
Strong preference for learning through participation and involvement in discussions	Uncomfortable with having to seek own answers through discussions
Self-direction in learning	
Prepared to search for direction and accept ambiguity	Do not welcome freedom given to make own choices or map out own direction of learning
Comfortable with no set syllabus or content outline, so long as broad program objective is provided	See teacher's role as determining learning structure, content, syllabus and learning points
Learning behaviours	
Dynamic, seek critical analysis and open questioning of ideas and conflicting views; favour the 'critical' teacher	Receptive, needing agreement, support and assurance of shared ideas; favour the 'nurturing' teacher approach
Able to break the whole into parts with clarity and objectivity	Make generalisations which may be inappropriate, lack clarity and mixed with subjectivity
Prefer analytical learning, critical examination of theories in order to develop own 'theories'	Prefer descriptive learning; tendency to avoid critical examination or taking a stand in analysis
Critical of theories	Receptive and strong with theories and can memorise them
Developed in abstract learning rather than concrete learning	Developed in concrete learning rather than abstract learning

- Acknowledge the cultural tendencies (as displayed in Figure 1) of the Chinese students in ritualistic behaviours such as: saving 'face' by not contradicting others; being obedient to the teacher; experiencing discomfort in relating and interacting with those other than their same rank; a reluctance to communicate learning difficulties; and motivation towards theorising rather than abstract thinking.

- Be sensitive to Chinese students' feelings of managerial and technological inferiority, which co-exist with their eagerness to learn from the industrialised economies.

- Allocate more time and energy to planning and preparation, which calls for substantial adjustment of both the content and methods of teaching used in Western societies; for example, classroom group processes and communication patterns.

- Relate specific topics and techniques to the bigger picture of management in China.

Design of culturally-sensitive management education

Based on these insights, our continuing research focuses on developing culturally-sensitive management education, training and development for Chinese managers.

This research will identify and analyse the cultural factors that influence management values, attitudes and practices in China. It is believed that these factors may have impeded application of management theories and techniques which were originally developed in the Western cultural context. It is expected that through examining the cultural issues associated with the transfer of Western management techniques to Chinese management, culturally-sensitive management education and training programs can be developed for Chinese managers practising in China.

The framework of the study incorporates five broad categories of variables, which characterise the environments of management education and development in China. These are

- cultural characteristics of Chinese management—Chinese managers' concept of management; tasks, skills and knowledge required of Chinese managers; distinctive cultural characteristics which dominate managerial thinking and behaviour.

- cultural views of management education—the existing educational pattern relative to management; what is being taught, how it is being taught, and how Chinese students learn; China's commitment to management education.

- cultural views of management development—degree of importance; how Chinese managers are developed; various techniques and constraints which inhibit managerial development and transferability of Western management practices; national strategies in research and development.

- cross-cultural differences—comparing Chinese/Australian management education/development provisions; to what extent Western approaches to management education are effective/ ineffective in China's transition to the market and global economy.

- culturally-sensitive management programs for managers of China— analysis of current and future education/

development needs of managers in China, and design of, and approaches to, suitable programs to be conducted in Australia and/or in China.

Conclusion

This paper has emphasised that 'imported' management education programs to China are still in the growth stages, necessitating sensitivity and adaptation to the cultural tendencies of Chinese managerial students. As China's international business activities grow, the demand for executives with international business and management skills will be acute.

There is an urgent need for foreign management educators in China to consider shifting Western pedagogic approaches to a Chinese orientation. Analysis of the cultural dimensions and values in this paper reveals that very little attention has been given by these educators to understanding the underlying cultural aspects which influence Chinese managers' thinking and learning patterns. The authors remain optimistic that suggestions on designing culturally-sensitive management education for Chinese managers can address these difficulties.

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