



School of Management

SYLLABUS

MGMT. 461: Cross Cultural and Global Management

Fall 2010: September 1 to December 15

Mondays, 1:30 p.m. – 4:15 p.m.

Class Location: Innovation 133

Instructor: Catherine Cramton (Office: Enterprise Hall 219)

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Office hours: Mondays **11:00 – 12 noon** and by appointment

Course Description: In this course, we seek to expand your global mindset and provide you with theories, knowledge and practical tools that you can use to achieve success in the global business environment. We explore the challenges of managing across the varied customs and practices of the world, including the nature of cultural differences, the challenges of cross-cultural communication, learning and change management, the development of internationally sophisticated employees, teams and managers, and common ethical challenges. We focus on how managers and employees can improve their global mindset and effectively execute the international strategies of the firm.

To give you direct international experience, we will collaborate with management students at the University of Melbourne (Australia), the Institute for International Management (Austria), and the ESADE Business School (Spain). Teams composed of students from our class and from classes at these universities will carry out experiential learning activities designed to help each person get in-depth knowledge about the other cultures and their team and management practices. You and your colleagues on the team will refer to each other as experts on your respective cultures and will exchange information to deepen cultural understanding. Each team also will build a website to share its insights concerning culture and effective cross-cultural collaboration and management. You are expected to demonstrate commitment and openness to this rare opportunity to thoughtfully explore the nuances of culture with colleagues from other countries who could become a part of your future international network.

Learning Objectives: This course is designed to build your knowledge and skills related to managing in a global context. You are expected to demonstrate mastery of specific course concepts and apply them in exercises with your international teammates and in realistic organizational situations. In addition to attending to the content objectives of the course, you will practice critical and creative thinking, problem solving, teamwork, and written and oral communication skills in an international context.

Approach to Learning: This course combines lecture, case analyses, experiential exercises, class discussion, and group and individual assignments to foster learning. The course is intended to be both rigorous and engaging. We will together learn a great deal about a fascinating and important dimension of management and have fun doing it.

Student Responsibilities: You are expected to **attend class every Monday, having read the week's business case and supporting readings, and being prepared to participate actively.** As part of your case preparation, you will be required to respond briefly to some questions about the case that I will post each week on Blackboard in advance of class. Outside of class, you also will need to engage in **intensive**

email exchanges with your colleagues in Australia, Austria and/or Spain. You will be asked to reflect on your own cultural ways and assumptions, explain them to your international colleagues, and ask thoughtful questions about the other culture's ways of being.

Our class meeting each Monday will provide the basis for the week's email exchanges so class attendance is particularly important. If you must miss class, you must **notify me via email in advance**. In order to participate in the international email exchange for that week, you will need to complete a significant amount of **extra work** that I will assign to you in order to make up for the missed in-class experience.

You are expected to exemplify the high standards of personal integrity reflected in the University's Honor Code. Please familiarize yourself with the Honor System and Code, as stated in the George Mason University *Undergraduate Catalog*. When you are given an assignment as an individual, the work must be your own.

Text and Required Materials

Required Book (available at the Bookstore):

Lane, H.W., DiStefano, J.J., & Maznevski, M.L. (2009). *International Management Behavior: Leading with a Global Mindset* (6th ed). Wylie: ISBN: 978-0-470-71412-6

Other readings are available on ereserves (password: global) and through Harvard Business School.

Course Website: Blackboard will be used.

Required Technology: Access to a computer (either at home or at the university labs)

Methods of Student Evaluation:

In-class participation (cases)	15%	Midterm exam	15%
Webpage development	15%	Final exam	15%
Written responses to weekly case questions	20%	Writing assignment on international collaboration and participation in your international team	20%

Grade Structure

95-100	A	77-79.99	C+
90-94.99	A-	70-76.99	C
87-89.99	B+	60-69.99	D
83-86.99	B	Below 60	F
80-82.99	B-		

In-Class Participation: Participation encompasses attendance, preparation for class, and active contribution in case analyses and experiential exercises. The **quality** of your in-class contributions is most important to me. If you are not in class, however, you can't participate. This means that participation for the missed class will be graded with zero points. Throughout the course, I expect you to notify me via email before class if you cannot attend. Extra work might be assigned accordingly. At two points during the semester, you will be asked to turn in the self-assessment of class participation that appears on the final page of the syllabus. Bring to class each week the Lane textbook, or a copy of the assigned case, along with your notes about the case to support the class discussion.

Out-of-Class Participation: In addition to being graded on in-class participation, you will be graded on out-of-class participation in online discussions and website construction with your international colleagues. To ensure that you get the most out of this collaboration and really understand cultural differences in ways of being, it is of utmost importance that you invest a considerable amount of effort and time outside of class to engage in conversation and collaboration with your international colleagues. Grading criteria include regular involvement in discussions with your teammates and the quality of discussion questions, answers, comments, and insights.

Midterm and Final In-Class Exams: You are expected to study all assigned readings, lecture slides, and notes from the cases and exercises. The test will consist of short answer and essay questions.

Make-Up Exams: If you have a university-validated excuse for missing an exam and provide documentation no less than two weeks ahead of time, you might be given the opportunity to take a make-up exam before the actual exam date. Contacting me after the original exam date will count as a missed exam, and your grade will be zero.

Weekly Case Questions: In-class discussions of assigned business cases are a central part of the course learning model. Cases are a particularly important vehicle for the study of global management because they present essential contextual and cultural information relative to a business challenge. We will study 9 cases during the course, and one cross-cultural comparison. To help you gather your thoughts for these case explorations, you will be asked to respond in advance of class in Blackboard with your thoughts on one or two questions concerning the week's case. There is no written assignment on the first case (Johannes van den Bosch Sends an Email). For each of the other eight cases, about four paragraphs will be required. You can earn up to 2 points for each of these case write-ups, for a total of 16 points (16% of the course grade). The cross-cultural comparison (American Football & The Spanish Bullfight, due before class on Sept. 20) will be worth 4 points and more text will be required. Blackboard will not accept responses after 12:30 p.m. on the day the case or cross-cultural comparison is to be discussed in class. Responses to these questions are an individual assignment; collaborations on your responses are not permitted. You also may not use the words or sequence of ideas of other published or unpublished sources without giving proper attribution.

Writing Assignment: For this assignment, you will reflect upon and integrate your experiences from the intercultural exchange with your Australian, Austrian, and/or Spanish colleagues. **Be sure to keep all emails, discussion results, and class materials exchanged with your team members** because you will be asked to attach these pieces of information to your final paper. Among other things, you will write about how the intercultural exchange has changed your perceptions of these cultures, how your awareness of your own culturally-based assumptions has changed, how you have learned to explain American ways to strangers, how these developments have influenced your approach to teamwork, and what you have learned from the exchange that will affect your international teamwork in the future. Detailed instructions for the Writing Assignment will be disseminated in class. **The writing assignment is due in class on December 6.**

Special Accommodations: If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 993-2474. All academic accommodations must be arranged through the DRC.

Proposed Course Schedule

This schedule is tentative. Changes to the schedule will be announced in class.

Meeting	Topic and Evaluation	Assigned Reading
1: Aug. 30	Introduction: The global mindset No advance written assignment	Lane Case 2: Johannes van den Bosch Sends an Email Ch 1, Lane et al.
2: Sep. 13	Frameworks for understanding cultural differences Role of culture in management practices Online assignment due before class	Lane Case 1: Monsanto Europe (A) Ch 2, Lane et al. Hofstede: Cultural constraints in management theories (ereserves)
3: Sep. 20	Cross-cultural learning and adaptation Online assignment due before class – worth 4 points	Gannon: American Football & The Spanish Bullfight (ereserves) Ch 3, Lane et al. Osland & Bird: Beyond sophisticated stereotyping (ereserves)
4: Sep. 27	Managing global teams Online assignment due before class	Lane Case 5: Leo Burnett Ch 4, Lane et al. Gibson & Zellmer-Bruhn, Applying the concept of teamwork metaphors (ereserves) Gannon: Australian Outdoor Recreational Activities (ereserves)
5: Oct. 4	Exam Multinational collaboration begins Cross-cultural perspectives on teamwork	
6: Oct. 12	Cross-cultural perspectives on communication, coordination and conflict management	Fiske: Relational models theory 2.0 (will be added to ereserves) Köhler et al.: Are there different cultural norms for meetings? (will be posted on Blackboard)
7: Oct. 18	Cross-cultural perspectives on leadership & motivation Online assignment due before class	Lane Case 8: Managing Performance at Haier Javidan et al.: In the eye of the beholder (ereserves) Den Hartog: Leading in a global context (ereserves)
8: Oct. 25	Collaboration ends Group project due Oct. 27	Bennett: A developmental approach to training for intercultural sensitivity (ereserves) Other readings TBA
9: Nov. 1	Executing Global Strategy Online assignment due before class	Lane Case 6: Blue Ridge Spain Ch 5: Lane et al. Gomes-Casseres: Managing international alliances (Harvard Business School Publishing)

Meeting	Topic	Assigned Reading
10: Nov. 8	Selecting and Developing Global Managers Online assignment due before class	Lane Case 9 : Ellen Moore Ch 6, Lane et al. Black & Gregersen: The right way to manage expats (Harvard Business School Publishing)
11: Nov. 15	Managing Change in Global Organizations Online assignment due before class	Lane Case 7: Global Multi-Products Ch 7, Lane et al. Galbraith: Building organizations around the global customer (ereserves)
12: Nov. 22	Ethics and Corruption Online assignment due before class	Lane Case 10: NES Ch 8, Lane et al. Leung & Tung: The importance of guanxi (ereserves)
13: Nov. 29	Ethics and Corporate Citizenship Online assignment due before class	Lane Case 11: Arla Foods Ch 9, Lane et al. Buller et al.: Managing conflicts across cultures (ereserves)
14: Dec. 6	Course Review Reflective essay due	Readings TBA
15: Dec. 20	Final exam	

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R = Reading, C = Cases

Self-Assessment of In-Class Contribution

Name: _____ Date: _____

To ensure that we understand our mutual positions on the assessment of your class contribution, you may want to keep track of items such as the following. This will help you assess your in-class contributions on the same criteria I will use.

	Extremely Frequently						Never
When the instructor leads a case discussion in class, I offer my thoughts, insights and analyses concerning the case.	7	6	5	4	3	2	1
When a colleague offers her/his view on aspects of cases discussed in class, I facilitate her/him in clarifying and developing their point of view.	7	6	5	4	3	2	1
When the instructor opens questions or discussion of the assigned reading material, I offer my opinion and enrich the discussion based on my thorough preparation and analytic insight.	7	6	5	4	3	2	1
When the instructor asks for differing views on opinions offered by colleagues about assigned materials, I expand the class discussion by contributing my point of view.	7	6	5	4	3	2	1
During our class sessions I demonstrate how I integrate others' thinking into my own contributions to produce a more complete understanding of the issues under discussion.	7	6	5	4	3	2	1
I contribute consistently to the class discussion.	7	6	5	4	3	2	1
I identify international business issues in the current press, bring these issues to class, and initiate their discussion.	7	6	5	4	3	2	1
I share my understanding of international business issues brought to class attention by a colleague or by the instructor.	7	6	5	4	3	2	1
I actively participate in class exercises.	7	6	5	4	3	2	1
I share my understanding of issues brought to class attention through the in-class exercises during class discussion.	7	6	5	4	3	2	1
I am conscious of not "hogging" the discussion.	7	6	5	4	3	2	1
I attend class regularly, having read and thought about the assigned material in advance.	7	6	5	4	3	2	1

Comments: