



School of Management

SYLLABUS

MGMT 461: Cross Cultural and Global Management

Spring 2014: January 24-May 9

Fridays 10:30 a.m. – 1:10 p.m. Nguyen 1103

Instructor: Catherine Cramton (Office: Enterprise Hall 219)

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Office hours: Wednesdays, 3 PM - 4 PM 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, 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.

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 realistic organizational situations and in developing a group cross-cultural comparison project. In addition to attending to the content objectives of the course, you will practice critical and creative thinking, problem solving, teamwork, and written communication skills in an international context.

Approach to Learning: To foster learning, this course combines lecture, case analyses, experiential exercises, class discussion, and group and individual assignments. 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 session, 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 work with your teammates to develop your cross-cultural comparison paper and presentation, based on both reading and personal contact with people who grew up in the culture you have chosen to study.

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 Books (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

Stewart, E. C. and Bennett, M.J. (1991). *American Cultural Patterns: A Cross-Cultural Perspective* (revised edition). Yarmouth, Maine: Intercultural Press. ISBN: 1-877864-01-3

There is one reading from Harvard Business School (Week 11). The other readings are available on E-Reserves (password is global) To access E-Reserves, click on <http://furbo.gmu.edu/cgi-bin/ers/OSCRgen.cgi> (the link also appears on the Blackboard course welcome page).

Course Website: Blackboard will be used.

Methods of Student Evaluation:

In-class participation	17 points
Written responses to weekly case questions	18 points
Group project paper	25 points
Group presentation	10 points
Final exam	30 points

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. 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.

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 a number of business cases and cross-cultural comparisons during the course. To help you gather your thoughts for discussion of some of these in class, 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 or cultural comparison. About four paragraphs will be required. Most of these assignments will be worth 2 points, except for your discussion of the American Football and The Finnish Sauna metaphors (Week 3), which

is worth 4 points. More text will be required. There is a two-point margin; in other words, you can skip one two-point assignment because of illness or other responsibilities, or do poorly on an assignment, and still get 18 out of 18 points overall. **No other adjustments will be made—for lateness, technical problems, etc.**

Blackboard will only accept responses up until to one hour before class on the day the case or cross-cultural comparison is to be discussed. After that credit for the assignment will not be given. 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.

Group Project Paper and Presentation: For this deliverable, you will form a team of 2-3 students and choose a culture other than that of the United States or Finland to analyse and to compare with U.S. culture, producing both a 10-12 page paper and a 10-15 minute presentation for the class. Your cultural analysis should be based on both personal contact with people of that culture and readings about that culture, in approximately 50-50 balance. The paper and presentation are due in class on Week 9 (March 28). Additional details of the assignment will be distributed and discussed in class.

Final In-Class Exam: The final exam will emphasize material from the second half of the course but may include some very important material from the first half. 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.

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

Meeting	Topics and Deliverables	Assigned Reading
1: Jan 24	Introduction: The global mindset No advance written assignment	<ul style="list-style-type: none"> • Lane et al.: Ch 1 • Stewart & Bennett: Ch 1
2: Jan 31	Role of culture in management practices Online assignment due before class	<ul style="list-style-type: none"> • Lane Case 3, pp. 136-152: Disneyland Resort Paris • Stewart & Bennett: Ch 2
3: Feb 7	Cross-cultural encounters and learning Online assignment due before class Turn in list of group members and the name of culture you will study	<p style="text-align: center;">Class meets in Johnson Center Rooms F&G!</p> <ul style="list-style-type: none"> • Gannon: American Football & The Finnish Sauna (ereserves) • Stewart & Bennett, Ch 4
4: Feb 14	Frameworks for understanding cultural differences Online assignment due before class	<ul style="list-style-type: none"> • Lane et al.: Ch 2 • Lane Case 2, pp. 134-135: Johannes van den Bosch Sends an Email (no written assignment on this case) • In Blackboard folder for Week Four: “Encountering Western individualism for the first time”
5: Feb 21	Cross-cultural perspectives on communication, coordination and conflict management Based on preliminary reading, turn in specific questions you will explore in your group project and describe your plans for making contact with people with that cultural background	<ul style="list-style-type: none"> • Köhler et al.: Are there different cultural norms for meetings? (ereserves), focus on pp. 170-182 (skim rest) • Stewart & Bennett: Ch 8
6: Feb 28	Cross-cultural perspectives on leadership & motivation Online assignment due before class	<ul style="list-style-type: none"> • Lane Case 8, pp. 283-295: Managing Performance at Haier • Javidan et al.: In the eye of the beholder, focus on pp. 75-86 (ereserves) • Stewart & Bennett: Ch 5

Meeting	Topics and Deliverables	Assigned Reading
7: Mar 7	Managing global teams Online assignment due before class	<ul style="list-style-type: none"> • Lane Case 5, pp. 157-176: Leo Burnett • Lane et al.: Ch 3 • Cramton: Finding common ground in dispersed collaboration (ereserves, optional)
8: Mar 21	Time to work on group project No class meeting	<ul style="list-style-type: none"> • Stewart & Bennett: Ch 6, 7
9: Mar 28	Group project due Group presentations	
10: Apr 4	Executing Global Strategy Online assignment due before class	<ul style="list-style-type: none"> • Lane Case 6: Blue Ridge Spain • Lane et al.: Ch 5
11: Apr 11	Selecting and Developing Global Managers Online assignment due before class	<ul style="list-style-type: none"> • Lane Case 9 : Ellen Moore • Lane et al.: Ch 6 • Black & Gregersen: The right way to manage expats (Harvard Business School Publishing)
12: Apr 18	Ethics and Corruption Online assignment due before class	<ul style="list-style-type: none"> • Lane Case 10: NES • Lane et al.: Ch 8 • Leung & Tung: The importance of guanxi (ereserves)
13: Apr 25	Ethics and Corporate Citizenship Online assignment due before class	<ul style="list-style-type: none"> • Lane Case 11: Arla Foods • Lane et al.: Ch 9
14: May 2	Course Review	<ul style="list-style-type: none"> • Bennett: A developmental approach to training for intercultural sensitivity (ereserves)
15: May 9	Final exam	

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

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: