SYLLABUS

MGMT. 461: Cross Cultural and Global Management
Fall 2012: August 27 to December 19
001: Mondays, 4:30 p.m. – 7:10 p.m., ENT 277
002: Tuesdays, 1:30-4:15 p.m., Robinson B208

Instructor: Catherine Cramton (Office: Enterprise Hall 219)
E-mail: ccramton@gmu.edu, Tel: 703 993 1814
Office hours: Mondays 3:00-4:00 p.m. 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.

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 developing a group cross-cultural comparison project 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 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 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):


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

Course Website: Blackboard will be used.

Methods of Student Evaluation:

In-class participation (cases) 15%
Written responses to weekly case questions 20%
Group project paper 25%
Group presentation 10%
Final exam 30%

Grade Structure

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-94.99</td>
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<tr>
<td>B+</td>
<td>87-89.99</td>
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<tr>
<td>B</td>
<td>83-86.99</td>
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<tr>
<td>B-</td>
<td>80-82.99</td>
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<tr>
<td>C+</td>
<td>77-79.99</td>
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<tr>
<td>C</td>
<td>70-76.99</td>
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<tr>
<td>D</td>
<td>60-69.99</td>
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<td>Below 60</td>
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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.

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 10 cases during the course, and one cross-cultural comparison. To help you gather your thoughts for nine of these 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 or cultural comparison. There is no written assignment on the first case (Johannes van den Bosch Sends an Email) or on Charles Foster Sends an Email in Week 4. 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 Finnish Sauna) is due before Week 3’s class and
will be worth 4 points. More text will be required. **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 7 (October 15 for Section 001, October 16 for section 002). 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

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Topics and Deliverables</th>
<th>Assigned Reading</th>
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</thead>
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| 1: 001 Aug. 27  
002 Aug. 28 | Introduction: The global mindset  
**No advance written assignment** | Lane Case 2: Johannes van den Bosch Sends an Email  
Lane et al.: Ch 1  
Stewart & Bennett: Ch 1 |
| 2: 001 Sept. 10  
002 Sept. 4 | Frameworks for understanding cultural differences  
Role of culture in management practices  
**Online assignment due before class** | Lane Case 1: Disneyland Resort Paris  
Lane et al.: Ch 2  
Stewart & Bennett: Ch 2 |
| 3: 001 Sept. 17  
002 Sept. 11 | Cross-cultural learning and adaptation  
**Turn in list of group members, name of culture you will study, and general plan for making contact**  
**Online assignment due before class** | Gannon: American Football & The Finnish Sauna (ereserves)  
Osland & Bird: Beyond sophisticated stereotyping (ereserves)  
Stewart & Bennett, Ch 4 |
| 4: 001 Sept. 24  
002 Sept. 18 | Cross-cultural perspectives on communication, coordination and conflict management | Lane Case 4: Charles Foster Sends an Email (3 pp.)  
Gouttefarde: American values in the French workplace (ereserves)  
Köhler et al.: Are there different cultural norms for meetings? (ereserves), pp. 15-25, 29-30 (skim rest)  
Stewart & Bennett: Ch 8 |
| 5: 001 Oct. 1  
002 Sept. 25 | Cross-cultural perspectives on leadership & motivation  
**Turn in specific questions you will explore in your group project, based on preliminary reading**  
**Online assignment due before class** | Lane Case 8: Managing Performance at Haier  
Javidan et al.: In the eye of the beholder (ereserves)  
Stewart & Bennett: Ch 5 |
| 6: 001 Oct. 9  
002 Oct. 2 | Time to work on group project  
**No class meeting** | Stewart & Bennett: Ch 6, 7  
Gibson & Zellmer-Bruhn, Applying the concept of teamwork metaphors (ereserves) |
| 7: 001 Oct. 15  
002 Oct. 16 | Group project due  
**Group presentations** | |
| 8: 001 Oct. 22  
002 Oct. 23 | Managing global teams  
**Online assignment due before class** | Lane Case 5: Leo Burnett  
Lane et al.: Ch 3,4 |
| 9: 001 Oct. 29  
002 Oct. 30 | Executing Global Strategy  
**Online assignment due before class** | Lane Case 6: Blue Ridge Spain  
Lane et al.: Ch 5  
Gomes-Casseres: Managing international alliances (Harvard Business School Publishing) |
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<tbody>
<tr>
<td>10: 001 Nov. 5 002 Nov. 6</td>
<td>Selecting and Developing Global Managers&lt;br&gt;&lt;br&gt;Online assignment due before class</td>
<td>Lane Case 9: Ellen Moore&lt;br&gt;Lane et al.: Ch 6&lt;br&gt;Black &amp; Gregersen: The right way to manage expats (Harvard Business School Publishing)</td>
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<tr>
<td>11: 001 Nov. 12 002 Nov. 13</td>
<td>Managing Change in Global Organizations&lt;br&gt;&lt;br&gt;Online assignment due before class</td>
<td>Lane Case 7: Global Multi-Products&lt;br&gt;Lane et al.: Ch 7&lt;br&gt;Galbraith: Building organizations around the global customer (ereserves)</td>
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<td>12: 001 Nov. 19 002 Nov. 20</td>
<td>Ethics and Corruption&lt;br&gt;&lt;br&gt;Online assignment due before class</td>
<td>Lane Case 10: NES&lt;br&gt;Lane et al.: Ch 8&lt;br&gt;Leung &amp; Tung: The importance of guanxi (ereserves)</td>
</tr>
<tr>
<td>13: 001 Nov. 26 002 Nov. 27</td>
<td>Ethics and Corporate Citizenship&lt;br&gt;&lt;br&gt;Online assignment due before class</td>
<td>Lane Case 11: Arla Foods&lt;br&gt;Lane et al.: Ch 9&lt;br&gt;Buller et al.: Managing conflicts across cultures (ereserves)</td>
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<td>14: 001 Dec. 3 002 Dec. 4</td>
<td>Course Review</td>
<td>Bennett: A developmental approach to training for intercultural sensitivity (ereserves)</td>
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<td>15: 001 Dec. 17 002 Dec. 18</td>
<td>Final exam</td>
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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.

<table>
<thead>
<tr>
<th>Item</th>
<th>Extremely Frequently</th>
<th>Never</th>
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<tbody>
<tr>
<td>When the instructor leads a case discussion in class, I offer my thoughts, insights and analyses concerning the case.</td>
<td>7 6 5 4 3 2 1</td>
<td></td>
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<tr>
<td>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.</td>
<td>7 6 5 4 3 2 1</td>
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<tr>
<td>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.</td>
<td>7 6 5 4 3 2 1</td>
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<tr>
<td>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.</td>
<td>7 6 5 4 3 2 1</td>
<td></td>
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<tr>
<td>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.</td>
<td>7 6 5 4 3 2 1</td>
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<tr>
<td>I contribute consistently to the class discussion.</td>
<td>7 6 5 4 3 2 1</td>
<td></td>
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<tr>
<td>I identify international business issues in the current press, bring these issues to class, and initiate their discussion.</td>
<td>7 6 5 4 3 2 1</td>
<td></td>
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<tr>
<td>I share my understanding of international business issues brought to class attention by a colleague or by the instructor.</td>
<td>7 6 5 4 3 2 1</td>
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<tr>
<td>I actively participate in class exercises.</td>
<td>7 6 5 4 3 2 1</td>
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<tr>
<td>I share my understanding of issues brought to class attention through the in-class exercises during class discussion.</td>
<td>7 6 5 4 3 2 1</td>
<td></td>
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<tr>
<td>I am conscious of not “hogging” the discussion.</td>
<td>7 6 5 4 3 2 1</td>
<td></td>
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<tr>
<td>I attend class regularly, having read and thought about the assigned material in advance.</td>
<td>7 6 5 4 3 2 1</td>
<td></td>
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Comments: