



BUS 622 FALL 2018

CROSS-CULTURAL MANAGEMENT

COURSE FORMAT: ONLINE

CREDITS: .5

PREREQUISITES: Admittance to the Master's in International Business (MIB) Program.

FOR WHOM PLANNED: This is a course is a required component for the MIB program.

INSTRUCTOR INFORMATION:

Instructor	Dr. Madelynn Stackhouse
Telephone	336-256-8591
Email	mrstackh@uncg.edu
Office	Bryan 369
Office Hours	W 2:00pm – 2:30pm or by appointment
Contact Information	When emailing your instructor, please put “BUS-666” in the subject line and the subject of your inquiry (e.g., BUS-666 – exam questions). If you do not receive a response to an email within 48 hours, you should assume that your instructor did not receive the email and you should re-send it.

COURSE DESCRIPTION AND GOALS: This course explores the effect of cultural differences on management in organizations. It aims to provide students with an understanding of the challenges and opportunities that arise when people of diverse cultural backgrounds interact in the workplace.

REQUIRED TEXT: Deresky, H. (2017). *International management: Managing across borders and cultures* (9th Edition). United States: Pearson. **CUSTOM EDITION.** You can purchase the textbook here: <https://collections.pearsoned.com/purchaseebook/#1323879315>

STUDENT LEARNING OUTCOMES: At the end of this course, you should be knowledgeable about major concepts and theories of cross-cultural management. The learning outcomes for this course are the following:

1. Evaluate and critique different definitions and models of culture
2. Generate strategies for working with individuals from different national cultures
3. Acquire the soft skills needed to manage in a global context
4. Apply effective managerial process including planning, organizing, staffing, coordinating, and monitoring workers in a global context

The following topics will be covered:

Part 1: Cross-Cultural Competence

1. Culture: What is culture; Models of culture; Measurement of culture; Cross-cultural differences and their role and effects in the workplace.
2. Cultural Intelligence: What is cultural intelligence and cross-cultural competencies; Models of cultural intelligence; Development of cultural intelligence; Role of cultural intelligence and its effects in the workplace.
3. Ethics and Justice in Cross-Cultural Context: Theories of ethics and justice, Cross-cultural differences in perception of justice and ethics, Management of cross-cultural differences in perceptions of justice and ethics, cross-cultural social responsibility.
4. Cross-Cultural Communication: Theories of communication, Cross-cultural differences in communication styles, Role of language and cultural differences in organizational communication, Technology-assisted communication in global virtual teams.

Part 2: Cross-Cultural Dynamics

5. Teamwork in International Context: Multi-cultural teams and workgroups, Teamwork models, Challenges and Best Practices of collaboration across cultures, time zones, national borders, and institutional differences, Global Virtual Teams.
6. Decision-making and Problem Solving in Cross-Cultural Context: Decision making and problem solving in cross-cultural groups, Crowdsourcing and problem solving in large global crowds, cross-cultural differences in decision making styles.
7. Motivation in a Cross-Cultural Context: Theories of motivation, Differences in motivation, incentives, and drivers across cultures, Motivation management in cross-cultural organizations and teams.
8. Cross-Cultural Business Practices, Negotiations and Conflicts: Business practices, introduction to cross-cultural differences in negotiation styles; disagreement and conflict management in cross-cultural context.

Part 3: Human Resources in a Global Context

9. International Human Resources Management: Recruitment, selection, and management of employees in international organizations; Recruitment, selection and management of employees across border; Management of immigrant and in-patriate employees, Management of workers at overseas offices.
10. Cross-Cultural Training and Development: Training and development in international organizations; Cultural awareness training; Cross-cultural team building; Cultural sensitivity and compliance training; Training effectiveness and utility assessment.
11. International Staffing and Performance Management: Understanding Staffing in an international context; Defining performance in international organizations; Cross-cultural differences in defining and understanding performance; Challenges and best practices of employee and team performance appraisal; Organizational performance management and improvement in international organizations.
12. Expatriation Management: Expatriation, in-patriation, and repatriation management; Management of temporary foreign workers; Legal and institutional factors in expatriation; special challenges and best practices of recruitment, management, and compensation of expatriate employees; global free-lancing and management of project-based employees.

EVALUATION AND GRADING:

Assessment of the above noted learning outcomes will be based on the following:

Assessment item	Percentage	Relevant learning objective(s)
Take-home assignments (Reflective reports, Critical incidents) (8 x 5%)	40%	Learning objectives 1-4
Examinations (3 x 20%)	60%	Learning objectives 1-5

A NOTE ABOUT THE ASSESSMENTS: This course is part of a Master of Science Degree in International Business. As such, a core aspect is to **UNDERSTAND** ideas, **APPLY** them to new situations, **ANALYZE** their connections, **EVAUATE** ideas from a critical standpoint, AND **CREATE** new ideas based on your knowledge. This is different than undergraduate learning which focuses on remembering knowledge and an MBA which tends to be more applied. As such, the assessments are designed with these aims in mind: The exams test how much you **UNDERSTAND** the content based on your readings, while the assignments are designed for you to show you can apply, critically analyze, evaluate, and create new knowledge and formulate independent thinking about the subject. It is important that you do not simply repeat the readings in your assignments and that you build on the knowledge you have learned from a critical standpoint.

GRADING SCALE:

A 93-100	B 83-86.999	C 70-76.999
A- 90-92.999	B- 80-82.999	F below 70
B+ 87-89.999	C+ 77-79.999	

CLASS PREPARATION & CANVAS: Course slides from the professor are available on Canvas under “Course Slides”. However, reading the PowerPoint is NOT a substitute for reading and studying the text and assigned articles. To reduce your workload, you do not have to read the entire text but, instead, focus on the assigned chapters and articles. Additionally, material that is not in the textbook or your assigned readings may be added to the covered topics in the PowerPoint slides.

All students officially registered for the course can access the course Canvas website (<http://canvas.uncg.edu/>). Canvas is used to post course materials (course syllabus, class announcements, PowerPoint slides, and other relevant course information) and grades. It is also used to submit your assignments as well as administer the three exams.

INDIVIDUAL ASSIGNMENTS (40%): The purpose of these assignments is to allow you to critically analyze and apply the concepts covered in class as they relate to the four learning objectives. Only 8 assignments will count towards your final grade; select the ‘best’ grades or you have the option of skipping one assignment. **Be sure to critically analyze the readings assigned in your assignment reflection.**

Individual Assignment 1 – Learning outcome 1 (5%). Reflection. According to classic national culture research (e.g., Hofstede, 2001) there are five dimensions of national culture – power distance, individualism-collectivism, masculinity-femininity, uncertainty avoidance, and short-long term orientation. Drawing on existing research and/ or personal examples, critically analyze the usefulness of these dimensions of national culture as a framework for understanding and interpreting behavior in an international work context.

Individual Assignment 2 – Learning outcome 1 and 2 (5%). Reflection. The purpose of this assignment is to expose you to cultural differences and how they might influence your perceptions and interactions in the workplace. You are asked to visit a cultural event or multicultural group that is unfamiliar to you, interact with members of that culture, and write a reflections report on your experiences. It is important that you actually visit another cultural group or event (e.g., sign language class, XYZ cultures and conversation event, Jamaica Pride Picnic, visit to a local Jewish Center, visit to a local Buddhist church, etc.). In your reflections report, include the following:

- 1) A brief description of the culture you interacted with.
- 2) A brief description of your pre-conceptions about the culture based on prior research you had done.
- 3) A reflection on your interactions with people from different cultures. Did your expectations match your experience? Did you experience ‘culture shock’? Did you experience initial ethnocentric attitudes? How did you adapt to these experiences?
- 4) A reflection on what you learned about this experience as it relates to different models of culture, cross-cultural interactions, or cultural intelligence.

Individual Assignment 3 – Learning outcome 2 and 3 (5%): Some human resources professionals might argue that Western human resource practices should be applied to cross-national subsidiaries, while others argue that cross-national subsidiaries should adopt local practices. Consider the concepts covered this week (moral universalism, ethnocentrism, ethical relativism, steps to an ethical decision, universalism versus particularism, etc.) to critically analyze and make a case for the former or latter approach.

Individual Assignment 4 – Learning outcome 2 and 3 (5%): According to our readings this week, the GLOBE model argues for culturally appropriate communication styles; the prescriptive advice is that managers should adopt culturally-appropriate communication styles based on three criteria. Reflect on and discuss the applicability of this model. In doing so, consider when the idea of cultural noise might hold validity or be fallacious. You are welcome to draw on examples from cross-national organizations in your reflection.

Individual Assignment 5 – Learning outcome 2 and 3 (5%): As discussed in class, diversity can be useful in teams to leverage creativity and improve decision-making. Despite this, managing teams comprised of people from several cultures can be challenging. Drawing on extant literature, to what extent is it necessary for the leader of a multi-cultural team to be familiar with the culture of each team member, and to what extent can a leader resolve communication problems within the team?

Individual Assignment 6 – Learning outcome 2 and 3 (5%): According to our readings in the decision-making and problem-solving module, the Universal Factors Model argues that decision making behavior is based on industrial motives, rather than national culture. Reflect on and discuss the applicability of this model. In doing so, consider when the model might hold validity or be fallacious. You are welcome to draw on examples from cross-national organizations in your reflection.

Individual Assignment 7 – Learning outcome 2 and 3 (5%): Critically discuss how culture affects motivation. In doing so, consider whether existing motivation theories apply abroad.

Individual Assignment 8 – Learning outcome 2 and 3 (5%): Popular business books have prescriptive advice on what you ‘should’ or ‘should not’ do when negotiating internationally. For example, prescriptive advice might say that managers from North America should engage in an friendly dialogue before ‘getting down to business’ with individuals from a high-context culture, such as those from Latin America. Conversely, these books might prescribe that Western negotiators maintain the other party’s face (reputation, feelings of prestige, and respect) when negotiating with people from Asian cultures, such as China. Reflect on whether you think such advice might be useful or limiting depending on the context.

Individual Assignment 9 – Learning outcome 4 (5%): You are a human resources manager for a start-up international company. You are tasked with designing a cultural bias-free selection procedure and training program for new employees. What advice would you provide your team to ensure you attract, hire, and retain the ‘best’ employees, regardless of their country of origin? Be sure to critically assess and evaluate the readings this week in your answer.

EXAMINATIONS (60%): There will be three non-cumulative examinations, each worth 20% of your final grade. The first exam only covers material reviewed prior to the first exam, the second covers material reviewed after the first exam, and the final exam covers material reviewed after the second exam. **Exam questions will be multiple choice, long-answer, fill-in-the-blank, and true/false.** The exams will cover assigned readings and class materials (e.g., PowerPoints and videos). Be aware that the exams are scheduled for you to take Tuesday evenings (i.e., outside of your work hours) so as to not disrupt your family time on weekends. However, if there is consensus among the class that you prefer the weekend to take the exam, I will move the exams to weekends.

NOTE: Even though you are taking your exams online, they are still "real" tests. The following are the testing procedures I expect you to follow while taking the exam:

- You will find the exams available in **Canvas** only during the assigned test times.
- You can access the exams under "Quizzes" and then find "Exam 1" or "Exam 2".
- You must complete the exam individually (that means you are not permitted to discuss exam questions with your classmates). Exam questions are randomly generated.
- An exam is available for 48 hours as indicated in the course schedule on the syllabus. You can take each exam only ONE time.
- You may use your book and notes; however, you are to take the test by yourself, with no group efforts or help from other people.
- You have 120 minutes to complete the exam. A timer will appear. At 120 minutes, Canvas will force you to submit the test.
- Canvas will force you to submit the test when the deadline indicated in the course syllabus is due, even if your test is not complete. Thus, if you want to have the full 120 minutes in the test, you should begin your exam attempt at least two hours prior to the end of the exam availability period.
- The time is strictly limited in order to test your knowledge of the material; not your ability to search for information during the exam. Important: Extended time is only granted for students with documented disabilities.
- If you lose your internet connection or Canvas goes down, get back to the exam when the connection resumes. Canvas will let you continue the exam from where you left off. If you experience any problems, contact me **immediately** and provide evidence of the problem (for instance, a screenshot). Unverifiable technical problems will not be considered.
- **An exam cannot be taken before or after the scheduled exam time.** No make-up exams will be allowed, except in cases warranted by extraordinary circumstances (a serious illness) and supported with documented evidence. Students who do not provide documented evidence will receive zero points.

IMPORTANT: DO NOT LOG IN AND OUT OF THE EXAM AFTER YOU HAVE STARTED THE EXAM. IF YOU DO, THE TIMER WILL KEEP RUNNING AND THE TIME WILL BE COUNTED TOWARDS YOUR EXAM ATTEMPT, EVEN IF YOU WERE LOGGED OUT OF THE EXAM/OUT OF CANVAS. REMEMBER NOT TO CLICK THE BACK BUTTON IN YOUR BROWSER WINDOW.

AS A STUDENT TAKING AN ONLINE COURSE, IT IS YOUR RESPONSIBILITY TO BE AVAILABLE DURING THE EXAM TIMES REGARDLESS OF YOUR OTHER COMMITMENTS AND TO HAVE ACCESS TO A RELIABLE COMPUTER AND INTERNET CONNECTION DURING THE ENTIRE COURSE, INCLUDING THE EXAM TIMES. INABILITY TO ACCESS INTERNET DURING THE COURSE IS NOT AN ACCEPTABLE EXCUSE FOR MISSING AN EXAM OR ANY OTHER EVALUATION ITEM. THE UNCG COMPUTER LABS AND PUBLIC LIBRARIES PROVIDE COMPUTER AND INTERNET ACCESS FREE OF CHARGE.

ANY TECHNICAL PROBLEMS REPORTED AFTER THE EXPIRATION OF THE EXAM PERIOD WILL NOT BE CONSIDERED AND ARE NOT VALID EXCUSES FOR NOT COMPLETING THE EXAM.

These rules will be strictly enforced in order to be fair towards those students who do make the effort to take the tests at the assigned testing times regardless of their personal and professional circumstances and time constraints. It is important that all students have the same amount of time to prepare for the exams. **There will be no exceptions for this rule. Any student seeking an exception will be referred to this policy in the syllabus.**

Note: It is not unusual that students fail this online course because they, for instance, “forget” to take the exam, are “travelling without an internet connection”, or are otherwise “occupied” for a number of unverifiable personal and professional reasons. Make sure that you are not one of those students because **missing one exam is likely to result in failing the course.**

CLASS SCHEDULE AND TOPICS:

The first day of classes is August 20th (Tuesday). The last day of classes is December 4th (Wednesday). Final examinations are from December 6 to 12th.

Important dates (e.g., last day to change classes, reading days, etc.) can be found at the following web site: <https://reg.uncg.edu/calendars/fall-2019-academic-calendar/>

tentative and subject to change

Week	Week Date	Topics	Readings	Activities & Deliverables
1	August 20	Introduction & syllabus Culture	Chapter 3 Taras, Kirkman, & Steel, 2010	
2	August 27	Culture	Chapter 1 Taras, Steel, & Kirkman, 2012	Assignment 1 due (5%)
3	September 3	Cultural Intelligence	Ang et al. (2007) Earley & Peterson (2004)	Assignment 2 due (5%)
4	September 10	Ethics and Justice in a Cross-cultural Context	Chapter 2 Greenburg, 2001	Assignment 3 due (5%)
5	September 17	Cross-cultural Communication	Chapter 4 Merkin, Taras, & Steel, 2014	
6	September 24	Exam 1 (20%) Cross-Cultural Competence		
7	October 1	Teamwork in international contexts	Jarvenpaa, S. L., & Leidner, D. E. (1999). Levitt (2015) Chapter 9 and 10	Assignment 4 due (5%)
8	October 8	Decision-making and problem solving in a cross-cultural context	Rodrigues (2009) Chapter 11 Curtis et al., (2012) Sagie & Aycan (2003)	Assignment 5 due (5%)
9	October 15	Motivation in a Cross-cultural Context	Chapter 8 Chen et al., (2010)	Assignment 6 due (5%)
10	October 22	Cross-cultural Business Practices, Negotiations, and Conflicts	Chapter 5 Li (2010) Imai (2010)	
11	October 29	Exam 2 (20%) Cross-cultural Dynamics		
12	November 5	International Human Resources Management	Chapter 9, section 9.1; Caliguri & Tarique, (2012); Tenhiälä et al., 2016)	Assignment 7 due (5%)

13	November 12	Cross-cultural training and development	Black & Mendenhall (1990) Littrell et al. (2006) Mor et al. (2013) Chapter 9 section 9.4	Assignment 8 due (5%)
14	November 19	International Staffing and Performance Management	Chapter 9 sections 9.2-9.3 Neelankavil et al., (2000)	Assignment 9 due (5%)
16	November 25	Expatriation Management	Chapter 10 Zhang (2013) Chen et al. (2010)	
17	December 3	Exam 3 (20%) Human Resources in a Global Context		

****please note that the Thanksgiving Holiday is scheduled for November 26 – December 1.****

ACADEMIC INTEGRITY POLICY: Each student is required to sign the Academic Integrity Policy on all major work submitted for the course. Refer to the following URL: <http://sa.uncg.edu/handbook/academic-integrity-policy/>

ATTENDANCE POLICY: You are expected to show up to every class on time. The Bryan School of Business is a professional school; students will be expected to act like professionals. You can decide when it is not possible for you to attend a class. There is no need to notify the instructor. Be sure to notify your team. **WARNING:** there is no excuse for letting your team down. If you miss a class, it is your responsibility to contact a team member about what you missed.

ACCOMODATION FOR STUDENTS WITH DISABILITY: Any student with disability requiring reasonable accommodation should inform me by email within the first week of class. The student must also provide me with a letter from the Office of Accessibility Resources and Services (OARS) with enough lead time for me to provide the specified accommodation(s).

DEFERRALS. According to UNC policy, certain circumstances warrant the rescheduling of an exam. I recommend that you contact Academic Advising as soon as possible if exam rescheduling is required by attending a drop-in advising session. You may need to see a dean as well to provide documentation for some deferred exam reasons. Deferred exams will be approved for the following reasons only:

(a) Illness or medical emergency. Students are instructed to consult Campus Health Services or Counseling (CHS) and Psychological Services (CAPS) about having your name entered onto the Examination Excuse List. Approval need to be granted within 48 hours of the scheduled exam. If students are treated at CHS or CAPS but do not appear on the Examination Excuse List, or they are not treated at CHS or CAPS, they should see their advisor as soon as possible, consult with the instructor, and documentation should be provided.

(b) Domestic affliction (e.g., compassionate deferral due a death in the immediate family, a family emergency, etc.). Documentation is required.

(c) Religious holidays. Any student who cannot take an exam on the scheduled due date or participate fully in any other aspect of the course due to religious conflict must inform the instructor by email within the first two weeks of class so that we can make alternative arrangements for him/her to take the exam and/or complete that part of the course.

(d) Three exams in 24 hours or two exams at the same time. In the case of a scheduling issue of this type, students may apply to the University Registrar's Office, 180 Mossman Building, for permission to change their exam schedules. The usual policy is to change the middle examination in a sequence of three. All requests for changes in examinations must be filed with the University Registrar's Office by Reading Day or by the last day of classes for the semester.

ACADEMIC/STUDENT SUPPORT SERVICES: There are several Academic and Student Support Services available to students that you may use. These include the Student Success Center, the Writing Center, Office of Accessibility Resources and Services (OARS), Information Technology Services (ITS) and The Student First

Center. You are supporting these services with your tuition payments. Use them to improve your learning at this institution.

ARTICLES:

Ang, S., Van Dyne, L., Koh, C., Ng, K. Y., Templer, K. J., Tay, C., & Chandrasekar, N. A. (2007). Cultural intelligence: Its measurement and effects on cultural judgment and decision making, cultural adaptation and task performance. *Management and Organization Review*, 3(3), 335-371.

Black, J. S., & Mendenhall, M. (1990). Cross-cultural training effectiveness: A review and a theoretical framework for future research. *Academy of Management Review*, 15(1), 113-136.

Caligiuri, Paula, and Ibraiz Tarique. "Dynamic cross-cultural competencies and global leadership effectiveness." *Journal of World Business* 47.4 (2012): 612-622.

Chen, G., Kirkman, B. L., Kim, K., Farh, C. I., & Tangirala, S. (2010). When does cross-cultural motivation enhance expatriate effectiveness? A multilevel investigation of the moderating roles of subsidiary support and cultural distance. *Academy of Management Journal*, 53(5), 1110-1130.

Curtis, M. B., Conover, T. L., & Chui, L. C. (2012). A cross-cultural study of the influence of country of origin, justice, power distance, and gender on ethical decision making. *Journal of International Accounting Research*, 11(1), 5-34.

Earley, P. C., & Peterson, R. S. (2004). The elusive cultural chameleon: Cultural intelligence as a new approach to intercultural training for the global manager. *Academy of Management Learning & Education*, 3(1), 100-115.

Greenberg, J. (2001). Studying organizational justice cross-culturally: Fundamental challenges. *International Journal of Conflict Management*, 12(4), 365-375.

Imai, L., & Gelfand, M. J. (2010). The culturally intelligent negotiator: The impact of cultural intelligence (CQ) on negotiation sequences and outcomes. *Organizational Behavior and Human Decision Processes*, 112(2), 83-98.

Levitt, S. R. (2015). Cultural Factors Affecting International Teamwork Dynamics. *International Journal Of Knowledge, Culture & Change In Organizations: Annual Review*, 13.

Li, W. (2010). Virtual knowledge sharing in a cross-cultural context. *Journal of Knowledge Management*, 14(1), 38-50.

Littrell, L. N., Salas, E., Hess, K. P., Paley, M., & Riedel, S. (2006). Expatriate preparation: A critical analysis of 25 years of cross-cultural training research. *Human Resource Development Review*, 5(3), 355-388.

Merkin, Rebecca, Vas Taras, and Piers Steel. "State of the art themes in cross-cultural communication research: A systematic and meta-analytic review." *International Journal of Intercultural Relations* 38 (2014): 1-23.

Mor, S., Morris, M. W., & Joh, J. (2013). Identifying and training adaptive cross-cultural management skills: The crucial role of cultural metacognition. *Academy of Management Learning & Education*, 12(3), 453-475.

Neelankavil, J. P., Mathur, A., & Zhang, Y. (2000). Determinants of managerial performance: A cross-cultural comparison of the perceptions of middle-level managers in four countries. *Journal of International Business Studies*, 31(1), 121-140.

Sagie, A., & Aycan, Z. (2003). A cross-cultural analysis of participative decision-making in organizations. *Human Relations*, 56(4), 453-473.

Taras, V., Kirkman, B. L., & Steel, P. (2010). Examining the impact of culture's consequences: A three-decade, multilevel, meta-analytic review of Hofstede's cultural value dimensions. *Journal of Applied Psychology, 95*(3), 405.

Taras, V., Steel, P., & Kirkman, B. L. (2012). Improving national cultural indices using a longitudinal meta-analysis of Hofstede's dimensions. *Journal of World Business, 47*(3), 329-341.

Tenhiälä, A., Giluk, T. L., Kepes, S., Simón, C., Oh, I. S., & Kim, S. (2016). The Research-Practice gap in human resource management: A Cross-Cultural study. *Human Resource Management, 55*(2), 179-200.

Zhang, Y. (2013). Expatriate development for cross-cultural adjustment: Effects of cultural distance and cultural intelligence. *Human Resource Development Review, 12*(2), 177-199.