



School of Business

MGMT 461: Cross Cultural and Global Management

Fall 2019

Instructor: Dr. Katie Rosenbusch (Enterprise Hall Room 215)

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Office hours: 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.

Course Objectives:

At the end of the course, students will be able to:

1. Define fundamental dimensions of culture;
2. Develop awareness of their own culture as well as others cultures;
3. Explain the impact of culture and globalization on management;
4. Identify difficulties encountered in cross-cultural work and ways to reconcile cultural dilemmas;
5. Develop skills and competencies to increase their cultural intelligence needed for global professionals/citizens;
6. Experience group dynamics through collaborative learning projects and in-class activities;
7. Practice critical and creative thinking, problem solving, teamwork, and written communication skills in an international context

REQUIRED TEXT:

Lane, H. & Maznevski, M.L. (2019). International Management Behavior: Global and Sustainable Leadership. (8th edition). Cambridge. ISBN: 978-1-108-46114-6

COURSE WEBSITE

Blackboard 9.1 will be used for this course. You can access the site at <http://mymasonportal.gmu.edu>. Login and click on the “Courses” tab. You will see MGMT 461 course NOTE: Username and passwords are the same as your Mason email account. You must have consistent access to an internet connection in order to complete the assignments in this course through Blackboard (<http://mymason.gmu.edu>). Note the technology requirements for School of Business in your Blackboard course menu—it contains details of minimum technology requirements.

Participation

Learning can only happen when you are playing an active role. It is important to place more emphasis on developing your insights and skills, rather than transmitting information. Knowledge is more important than facts and definitions. It is a way of looking at the world, an ability to interpret and organize future information. An active learning approach will more likely result in long-term retention and better understanding because you make the content of what you are learning concrete and real in your mind.

Although an active role can look differently for various individuals, it is expected in this class that you will work to explore issues and ideas under the guidance of the professor and your peers. You can do this by reflecting on the content and activities of this course, asking questions, striving for answers, interpreting observations, and discussing issues with your peers.

RULES AND EXPECTATIONS:

In correspondence/communication students will be expected to:

- a) Be professional and respectful in correspondence
- b) Make reasonable requests of the instructor. We will be happy to clarify course material and answer legitimate questions; however, please exhaust other information sources (e.g., syllabus, Blackboard) for answering your question before contacting me and remember, “Poor planning on your part does not constitute an emergency on my part”

In regard to honesty in work students will be expected to:

- a) Review the University integrity and honesty policies in the student handbook for guidelines regarding plagiarism and cheating (summarized below). I will gladly clarify my stance on any questionable or “grey area” issues you may have
- b) Refrain from dishonest work as it will receive a minimum penalty of zero on the assignment and a maximum penalty of a zero for the course with a report to the Honor committee. The GMU Honor Code requires that faculty submit any suspected Honor Code violations to the Honor Committee. Therefore, any suspected offense will be submitted for adjudication.

CHEATING POLICY:

This course will be conducted in accordance with the GMU Honor Code, and all students are expected to abide by it. The GMU Honor Code, as found in the University Catalog, is as follows: To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work. <http://oai.gmu.edu/the-mason-honor-code-2/>. You may find the honor code for School of Business on the Blackboard course menu.

Any form of cheating on an activity, project, or exam will result in zero points earned. “Cheating” includes, but is not limited to, the following: looking at others’ exam papers, having ANY paper visible (including under your seat) when not allowed, having ANY electronic device visible (including electronic devices in or on your ear), talking with another student during an individual assignment. If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor or utilize the GMU writing center.

Plagiarism and the Internet:

Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material. <http://oai.gmu.edu/the-mason-honor-code-2/plagiarism/understanding-plagiarism/>

Academic Integrity & Inclusivity

This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences. That means, we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. <http://oai.gmu.edu/>

Diversity, Religious Holiday:

Please refer to George Mason University’s calendar of religious holidays and observations (<http://ulife.gmu.edu/calendar/religious-holiday-calendar/>). It is the student's responsibility to speak to the instructor in advance should their religious observances impact their participation in class activities and assignments.

Student Privacy Policy:

George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records. Please see George Mason University’s student privacy policy <https://registrar.gmu.edu/students/privacy/>

REPEATING A COURSE:

This course requires a minimum grade of a C to satisfy the School of Business degree requirements. Students will not be permitted to make more than three attempts to achieve a C or higher in this course. Registration in this course is prohibited beyond three attempts that resulted

in grade lower than C. If you have questions, please direct questions to the academic advisor in Enterprise Hall 008.

SPECIAL ACCOMODATIONS:

All students with questions or concerns about this class are encouraged to set up a time to meet with the professor, preferably during the first 2 weeks of the semester. Students with disabilities should work with the Disabilities Resource Center (DRC) to identify appropriate accommodations and communicate those with the professor. <http://ods.gmu.edu/>. All forms for exams must be submitted one week prior to exam date.

GMU Add/Drop Policy:

The last day to drop this class without any penalty is provided on the GMU academic calendar page <http://registrar.gmu.edu/calendar/> . It is the student's responsibility to check to verify that they are properly enrolled as no credit will be awarded to students who are not.

Other Concerns:

If you have concerns or issues relating to the content or conduct of the class, please come see me and talk with me directly. Although the specifics of these conversations are entirely confidential, they may provide me with useful suggestions that may be shared indirectly with the class to improve the learning experience for all students. As a matter of policy, I do not respond to anonymous e-mails.

Writing Center: A114 Robinson Hall; (703) 993-1200; <http://writingcenter.gmu.edu>

University Libraries: "Ask a Librarian" <http://library.gmu.edu/mudge/IM/IMRef.html>

Counseling and Psychological Services: (CAPS): (703) 993-2380; <http://caps.gmu.edu>

University Policies: The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available <http://universitypolicy.gmu.edu/>. All members of the university community are responsible for knowing and following established policies.

ASSIGNMENTS

Students are expected to complete and submit all course assignments on the dates scheduled. Accepting an assignment after the scheduled close of the class on its due date is at the sole discretion of the instructor. If you will be unable to complete and submit the assignment by the due date and time, the student must obtain the instructor's approval prior to the start of class on that date. The instructor will deduct 10% for every day that the assignment is late.

GRADING

Assignments	
TEAM PROJECT & PRESENTATION	
Phase I: Team Contract	10pts
Phase II: Country Research	50pts
Phase III: Experiential Learning Exercise	50pts
Phase IV: Cultural Team Paper & Presentation	100pts
Phase V: Team Participation Evaluation	40pts (20pts + 20pts Paper)
INDIVIDUAL ASSIGNMENTS	
Self-Reflective Journal (10 @ 10 pts each)	100pts
Case Responses (12 @ 10 pts each)	120pts
Critical Incident Board (6 @ 10 pts each)	60pts
EXAMS	
Practice Essays	50pts
Midterm Exam	150pts
Final Exam	150pts
PARTICIPATION	
Online Discussion	120pts

All Assignments are worth up to 1000 points. Earning 900 points and above will earn you an A. No rounding will occur. Details are below:

The benchmark standards for grades are described by the following criteria:

- A: The student demonstrates an excellent understanding of the topic by showing a thorough, correct and accurate understanding of the concepts, theory and/or research, as well as the ability to evaluate critically the topic. This understanding is shown in written and/or verbal communications that are clear, precise, grammatically correct and well-formed in logic and presentation. The student shows a mastery of the subject under discussion, and is able to integrate concepts within this course and from other areas of application. While not necessarily original, the work is of superior quality. The A grade is reserved for students who demonstrate outstanding achievement in all aspects of the assignment or activity.
- B: The student demonstrates a fundamental understanding of the topic. While the key and essential concepts, theories and research are adequately covered, there may be other relevant aspects of the topic which are not treated adequately, either in written or verbal presentations or in class discussion. While written assignments are generally in good form, there may be periodic lapses in grammar or logic. In general, the work is of good quality. This is the minimal level of performance expected of graduate students.
- C: The student shows an adequate but not fully correct understanding of the topic. Some key points are addressed, but other points are left out or are not covered at all. There are specific problems, weaknesses and/or gaps in accuracy, correctness and/or logic in the presentation of the assignment. In general, the work is marginally acceptable at the graduate level.
- F: Unacceptable and unsatisfactory for any of several reasons, including: non-completion of the assignment, non-attendance or non-participation, submitted work of unacceptable quality, and any other failure to meet minimum standards of course preparation, completion or participation.

GRADING PROCEDURE

Generally, all written assignments will be given a letter grade: A, B, C, D or F; + and – grades may be added to the A, B or C grades. The numerical equivalent of each letter grade is as follows:

- A+ = 970pts and above
- A = 930 – 969.99pts
- A- = 900 – 929.99pts
- B+ = 870 – 899.99pts
- B = 830 – 869.99pts
- B- = 800 – 829.99pts
- C+ = 770 – 799.99pts
- C = 700 – 769.99pts
- D = 600 – 699.99pts
- F Below 600

ASSIGNMENTS DESCRIPTIONS

Course Lectures

For each module there is a set of narrated PowerPoint slides that explain course concepts and provide additional supplemental materials. It is important that you listen to the online lectures prior to completing the online discussion questions in order to be maximally successful on the evaluated course components.

TEAM ASSIGNMENTS (25%)

Contract, Country Research, Experiential Learning and Cultural Paper/Presentation

You will form a team of 4 students and choose a culture other than that of the United States to analyze and to compare with U.S. culture, producing both a 10-page paper and a 5-7-minute presentation for the class. Your cultural analysis should be based on both personal contacts with people of that culture and readings about that culture, in approximately 50-50 balance. Take advantage of this great opportunity to gain in-depth knowledge about a culture and practice your global leadership skills. The project is designed to encourage creativity, critical thinking, networking and enjoyment!

***You will select a country/culture to study but it must be a country/culture you have never experienced before**

Team Contract

This contract will serve as a strategy for your collective learning experience. It should outline group policies and procedures as well as a timeline for development of your team case analysis and final project. You should recognize that this contract is a dynamic and changing document that may be revisited and updated throughout the process. Grading of this assignment will be dependent upon the thoughtful reflection by all group members. At the end of the team contract please put down the country/culture your team wishes to study this semester.

Country Research

Once the country/culture has been approved by the instructor. Each team will conduct research about the country and culture you have chosen and its norms. You should begin to make comparisons with the assigned readings concerning American culture and norms versus the culture chosen. You will place this information on the Team Wiki in Blackboard. In module 4, you must turn in a list of at least four specific questions you plan to explore in your group project, based on your preliminary reading, and list which of the above resources you consulted. You also must describe your plans for making contact with the new culture.

Experiential Learning Reflection

Each team will experience the culture/country selected by the team. You can choose to do this individually or as a collective group. You need to figure out how you are going to make personal contact with people who have a deep knowledge *as members* of the culture you are studying. You might attend an event of one of the many cultural meetup groups in the greater Washington D.C. area: <http://www.meetup.com/>. You could interview friends or family members of classmates, providing these people were born and spent at least 15 years in the culture you are studying, with clear memories of its ways. You might supplement these interviews with visits to a meetup group, a family gathering, and/or an ethnic social center (for example a cultural festival) to get another perspective (though this is optional). At the end of this phase you will report your reflections on that experience to the rest of the group.

Cultural Paper/Presentation

Your paper should include the following items. You can modify the order in which they are presented or the exact length of items if it creates a better flow for your paper. Paper should be no more than 10 pages in length.

1. **Title page**
2. **Introduction:** Overview of what the paper contains (1-2 paragraphs)

3. **Articulation of the key questions** you explore in your paper and why your preliminary reading led you to choose these questions, to think they are important and interesting. Be sure to cite the materials you used, concerning both the culture you are studying and American culture (about 1-2½ pages)
4. **Description of how you gained firsthand experience** with the other culture: your contact persons and how you contacted them, interviews, movies, events, meetings or places you went, etc. (about ½ page)
5. **Analysis of the aspect of the new culture** on which you chose to focus, with comparisons to US culture. Use the reading you did to help discuss, explain or illuminate both American culture and the other culture you studied. Describe any surprises you experienced (about 5-7 pages).
6. **Reflection:** what you learned from the experience in combination with your reading (including what you learned about yourself, if appropriate): feelings, insights; implications for international management, links to additional materials addressed in this course, expectations confirmed or disconfirmed. Try to draw generalizations or conclusions based on what you experienced, read and learned. (about 2 pages)
7. **Practical recommendation for action** in the future such as how you would approach cross-cultural contact or an international assignment in the future (about 1 page)
8. **Works Cited/References**

For your class presentation, choose the most important or interesting findings from your paper on which to focus, then construct your presentation to build logically to those points. **You won't be able to say everything that you say in your paper.** Give a well-structured and interesting account of your project and its key findings. **Be sure your presentation fits within the time allotted.** Practice what you are going to say. Consider using photographs, graphics or short video clips to make your presentation engaging. Your team will create the video using Collaborate Ultra in Blackboard and post the video to Blackboard for the entire class to view. Your presentation should be about 5-7 minutes in length.

Team Participation

Peer evaluation will be used as the basis of assigning individual grade to team members and ensuring every member contributes equally to project completion. At two points in the semester, each member of the team will submit a peer evaluation of themselves and their team members individually (and not in group) as an upload to your instructor providing informal feedback on how well each team member has added value to this project assignment. You will receive a zero if this peer evaluation is not completed. Failure to contribute fairly to the team project and related assignments can also result in a zero for team assignments.

Peer evaluation of the project teamwork

Each team member must demonstrate the ability to:

- *Collaborate successfully and be inclusive of all members*
- *Support and respect other member opinions and ideas*
- *Distribute roles and workload fairly and equitably*
- *Meet all individual and team project deadlines*
- *Maintain accurate records of team communications and decisions*
- *Resolve team conflict*
- *Make sound and ethical decisions*
- *Produce professional quality work products*
- *Seek direction from and maintain communications with the professor as needed*

Peer evaluation will be used as the basis of assigning individual grade to team members and ensuring every member contributes equally to project completion. At end of the semester, each member of the team will submit a peer evaluation of themselves and their team members individually (and not in group) as a private email to me providing informal feedback on how well each team member has added value to this project assignment.

INDIVIDUAL ASSIGNMENTS (40%)

Reflective Journal

Part of learning to be a successful global leader is to learn about your own strengths and opportunities for improvement. You will complete self-assessments, exercises which are not graded but required to prepare for the reflective journals throughout the semester that will give you an indication of your overall global leadership competencies. In general, the assessments and activities consist of a series of questions requiring your response and reflection. Each journal will be worth 10 pts.--You will work on these at your own pace throughout the semester and turn them in as indicated on the course schedule.

Critical Incidents

Critical incidents will give you a preview of the challenges that global managers face. You will be given a scenario in writing or video form. You must read or watch the critical incident and then respond how you would react as a global manager on the Padlet. Please post your name with our response in order to receive credit.

Weekly Case Questions

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. All case responses will be due midway through the week and you must respond to your colleagues at the end of the week.

If your response is posted after 11:59pm on Wednesdays after the due date then you will receive zero points. 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.

Online presence:

Because this is an online class your participation is instrumental in your knowledge sharing. In order to receive full participation points you must complete your Case study response as well as answer the questions posed each week in the discussion board. You will also be asked to engage in dialogue with at least two of your fellow classmates. Online learning can be valuable experience—please feel free to share links to interesting websites, innovative leadership resources and creative training techniques and videos.

Blackboard discussions are graded on the following criteria:

Complete case response post (5 points)

- Go to book or website and read the entire case
- Read or complete the discussion questions
- Mentions specifics from readings and lectures
- Provides application to one's own experience & organization
- Thoughtful understanding & analysis of issue/question

Response to others (5 points)

Responds to 2 or more individuals. You must provide a thoughtful response that expounds on their opinion. You should support your opinion with examples or foundational materials from literature.

Online Protocol:

Postings should be evenly distributed during the discussion period (not concentrated all on one day or at the beginning and/or end of the period).
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Postings should be a minimum of one short paragraph and a maximum of two paragraphs.
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Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.
Address the questions as much as possible (don't let the discussion stray).
Try to use quotes from the text that support your postings. Include page numbers when you do that.
Build on others responses to create threads.
Bring in related prior knowledge (work experience, prior coursework, readings, etc.)
Use proper etiquette (proper language, typing, etc.).

****IMPORTANT:** No credit will be given for discussion posts submitted after the deadline.

Exams (35%)

Two exams will be given – midterm and final. The midterm and final exam will be CLOSED BOOK/NOTE and will be essay/short answer format. You are expected to study all assigned readings, lecture slides, and notes from the cases and exercises.

Missed exams may only be made-up with a university validated excuse.

EXAM	DATES/TIMES AVAILABLE	TIME LIMIT
Mid-term Exam	TBD	1 hour and 30 minutes
Final Exam	TBD	1 hour and 30 minutes

Make-up Exams: Make-up examinations will not be given unless a student has a university-validated excuse that the instructor is notified of **in advance** of the examination. Without exception, students who request a make-up exam will be asked to provide appropriate documentation before a make-up exam is scheduled. Failure to provide appropriate documentation will result in a score of zero for the exam. Make-up exams must be completed within two weekdays of the original exam date. Per School of Business policy, approval of absence from the **final exam** must be obtained from the Assistant Dean of Academic and Career Services before a make-up exam will be arranged.

Proposed Course Schedule

Module	Topics	Assignments & Readings
1: August 31 st	Introduction to Cross-Cultural Management	<ul style="list-style-type: none"> • Watch Overview • Post Introduction Video • Discuss with Classmates
2: September 7 th	Global Leaders for the 21 st Century	<ul style="list-style-type: none"> • Lane et.al CHAPTER 1 • Take Global Skills Inventory • Post Reflection Journal • CASE: Disneyland Resort Paris: Mickey Goes to Europe (Purchase online) • Post to Discussion Board
3: September 14 th	Mindful Global Leadership	<ul style="list-style-type: none"> • Lane et al. CHAPTER 2 • Post Reflection Journal • CASE: Hazleton Case p. 83 • Post to Discussion Board • Post comment on Padlet from Critical Incident • TEAM CONTRACT DUE
4: September 21 st	Understanding Culture: Through the Looking Glass	<ul style="list-style-type: none"> • Lane et al. CHAPTER 3 • Post Reflection Journal • CASE: Arla Foods p. 96 • Post to Discussion Board • Post comment on Padlet from Critical Incident
5: September 28 th	Role of culture in management practices	<ul style="list-style-type: none"> • PRACTICE ESSAY: Finns vs. Americans • TEAM COUNTRY RESEARCH DUE • PEER EVALUATION DUE
6: October 5 th	Cross-cultural perspectives on communication International Skills for International Management	<ul style="list-style-type: none"> • Lane et al. CHAPTER 4 • Post Reflection Journal • CASE: Charles Foster Sends an email p. 199 • Post to Discussion Board • Post comment on Padlet from Critical Incident
7: October 12 th	Cross-cultural perspectives on leadership & global teams	<ul style="list-style-type: none"> • Lane et al. CHAPTER 5 • Post Reflection Journal • CASE: Leo Burnett: Virtual Team Management p. 203 • Post to Discussion Board • Javidan et al.: In the eye of the beholder, focus on pp. 75-86 (ereserves)

Module	Topics	Assignments & Readings
8: October 19 th	MIDTERM EXAM	<ul style="list-style-type: none"> • Study!!
9: October 26 th	Talent Management: Selecting and Developing Global Managers	<ul style="list-style-type: none"> • Lane et al.: Ch 6 • Post Reflection Journal • CASE: Selecting a Country Manager for Delta Beverages p. 226 • Post to Discussion Board • Black & Gregersen: The right way to manage expats (Harvard Business School Publishing)
10: November 2 nd	Executing Global Strategy: Foundations and Application	<ul style="list-style-type: none"> • Lane et al.: Ch 7 & 8 • Post Reflection Journal • CASE: Cushy Armchair p. 314 • Post to Discussion Board • Post comment on Padlet from Critical Incident
11: November 9 th	Leading Change in the global environment	<ul style="list-style-type: none"> • Lane et al.: Ch 9 • Post Reflection Journal • CASE: Magdi Batato at Nestle p. 317 • Post to Discussion Board • Post comment on Padlet from Critical Incident
12: November 16 th	Group Paper & Presentation	<ul style="list-style-type: none"> • TEAM PAPER & PRESENTATION DUE • PEER EVALUATION DUE
13: November 23 rd	Competing with Integrity: Personal Integrity	<ul style="list-style-type: none"> • Lane et al.: Ch 10 • Post Reflection Journal • CASE: Asis Electronics • Post to Discussion Board • Post comment on Padlet from Critical Incident • Take the Global Skills Inventory
14: November 30 th	Competing with Integrity: Corporate Sustainability	<ul style="list-style-type: none"> • Lane et al.: Ch 11 • Post Reflection Journal • CASE: Ransom on the High Seas p. 392 • Post to Discussion Board
15: December 7 th	Developing Cultural Competence	<ul style="list-style-type: none"> • Bennett: A developmental approach to training for intercultural sensitivity (ereserves)
	Final Exam TBD	