# Cross-Cultural Management

## SECTION I: Course Overview

**Course Code:** BUS330PRG
**Subject Area(s):** Business, Cultural Studies
**Prerequisites:** None
**Language of Instruction:** English
**Total Contact Hours:** 45
**Recommended Credits:** 3

## COURSE DESCRIPTION

Among the greatest impediments to the effective management of human resources in today's world of business is the complex set of culturally based assumptions and prejudices about human behavior unknowingly brought into the workplace. The management skills, motivational techniques, personal behavioral patterns, and methods of communication that are valued as effective leadership characteristics in one cultural or national setting can be perceived quite differently, even negatively, in another. An important learning process is recognizing that people's responses to, and effectiveness in, work environments are to a great extent shaped by cultural forces.

This course examines and analyzes what constitutes effective leadership, management, and communication in today's cross-cultural environment of global business. How should business be conducted in other lands? How should people be managed and organized in cultures very different from their own? To what extent are various cultural practices from one country transferable to another? How do we factor the effective cross-cultural management practice into global business plans, human resource managerial strategies, and social business gatherings?

To answer these questions, the students in this course will study, analyze and debate a number of subjects relevant to cross-cultural management: language and communication, cross-cultural conflict resolution and negotiation, culturally-biased managerial assumptions, national management cultures, intercultural sensitivity and competency, cross-cultural organizational behavior, global human resource management, training of international managers, the challenges of living and working within cultural diversity, the impact of culture on organization and leadership theory, multi-cultural team-working, and the ethical dilemmas of cultural interaction and conflict.

This course focuses on the critical role culture plays in devising effective international management strategies and techniques. It aims to highlight those areas of cultural divergence, which always challenge communication, understanding, and meaningful teamwork between people of different cultural backgrounds. It prompts students to identify and challenge their own cultural assumptions, conditioning, and practices which may impede the ability to positively interact with others. The course also seeks to provide practical, down-to-earth knowledge and a mix of basic technical skills needed to avoid the managerial pitfalls of cultural innocence and to employ heightened cultural awareness and sensitivity for effective management and action in cross-cultural settings.

## LEARNING OBJECTIVES

Upon successful completion of this course, you will be able to:

- Describe the role culture plays in human communication and organizational relationships
- Differentiate the set of skills critical to effective management in various cross-cultural settings
- Identify cultural impediments to effective decision-making and management
- Evaluate the strengths and weaknesses of varying points of view regarding management decisions in different cultural settings
- Apply cross-cultural knowledge to critically evaluate diverse management strategies, including resolution of cross-cultural problems in the work environment

# SECTION II: Instructor & Course Details

## INSTRUCTOR DETAILS

| | |
|---|---|
| **Name:** | TBA |
| **Contact Information:** | TBA |
| **Term:** | SEMESTER |

## ATTENDANCE POLICY

This class will meet once per week for 150 minutes each session. All students are expected to arrive on time and prepared for the day's class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

| ALLOWED ABSENCES – SEMESTER | | |
|---|---|---|
| **Courses Meeting X day(s) Per Week** | **Allowed Absence(s)** | **Automatic Failing Grade at X$^{th}$ absence** |
| Courses meeting **1** day(s) per week | **1** Absence | **4$^{th}$** Absence |

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

| ATTENDANCE DOCKING PENALTIES | | | | |
|---|---|---|---|---|
| **Absence** | **1$^{st}$** | **2$^{nd}$** | **3$^{rd}$** | **4$^{th}$** |
| **Penalty** | **No Penalty** | **0.5 Grade Docked** | **1 Grade Docked** | **Automatic Failure** |
| **HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES** | | | | |
| **Grade** | **A+** | **A** | **A-** | **F** |

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if

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you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

## GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

| | |
|---|---|
| **Class Participation** | **10%** |
| **Reflective Assignments** | **15%** |
| **Case Study Assignment** | **15%** |
| **Group Project** | **20%** |
| **Midterm Exam** | **20%** |
| **Final Exam** | **20%** |

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions–including earned grades for courses taken abroad–are ultimately made by your home institution.

| CEA GRADING SCALE | | | |
|---|---|---|---|
| **Letter Grade** | **Numerical Grade** | **Percentage Range** | **Quality Points** |
| A+ | 9.70 – 10.0 | 97.0 – 100% | 4.00 |
| A | 9.40 – 9.69 | 94.0 – 96.9% | 4.00 |
| A- | 9.00 – 9.39 | 90.0 – 93.9% | 3.70 |
| B+ | 8.70 – 8.99 | 87.0 – 89.9% | 3.30 |
| B | 8.40 – 8.69 | 84.0 – 86.9% | 3.00 |
| B- | 8.00 – 8.39 | 80.0 – 83.9% | 2.70 |
| C+ | 7.70 – 7.99 | 77.0 – 79.9% | 2.30 |
| C | 7.40 – 7.69 | 74.0 – 76.9% | 2.00 |
| C- | 7.00 – 7.39 | 70.0 – 73.9% | 1.70 |
| D | 6.00 – 6.99 | 60.0 – 69.9% | 1.00 |
| F | 0.00 – 5.99 | 0.00 – 59.9% | 0.00 |
| W | Withdrawal | N/A | 0.00 |
| INC | Incomplete | N/A | 0.00 |

## ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

**Class Participation (10%):** Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining your participation grade. All students should understand that attendance and punctuality are expected and will not count positively toward the participation grade.

### CLASS PARTICIPATION GRADING RUBRIC

| Student Participation Level | Grade |
|---|---|
| You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics. | **A+** (10.0 – 9.70) |
| You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research. | **A/A-** (9.69 – 9.00) |
| You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings. | **B+/B** (8.99 – 8.40) |
| You make voluntary but infrequent comments that generally reiterate the basic points of the required readings. | **B-/C+** (8.39 – 7.70) |
| You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings. | **C/C-** (7.69 – 7.00) |
| You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings. | **D** (6.99 – 6.00) |
| You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings. | **F** (5.99 – 0.00) |

**Reflective Assignments (15%):** You will be required to produce three reflective assignments, which will be assessed continually by the instructor on the basis of your ability to apply the theoretical material to your specific experience and knowledge. Whenever possible, your written reflections should include your personal observations and findings, which you should link to the theoretical concepts, analytical constructs, and terminology presented in the course readings and in-class discussions. Closer instructions on this assignment and rubric will be provided in class.

**Group Project (20%):** In teams, students will plan and present a project to the class on a topic related to managing in cross-cultural settings. The objective is to share with classmates an idea, analysis, strategy, or information that could be useful in managing across cultures. The project will include both a presentation and a short group paper in which students will analyze the process of team working. The content, criteria and specific requirements for the group project will be explained in greater detail in class.

**Case Study Assignment (15%):** Drawing upon the frameworks and content discussed in class, you will analyze a case study. The analysis will be evaluated based upon the insights you bring, including the concepts and models explored in this course. You are to produce a written essay, which is expected to be group authored. Further instructions will be provided in class and on Moodle.

**Midterm (20%) & Final Examination (20%):** The midterm and final exams are designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. They are comprised of questions and exercises that test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have integrated across your study in this course.

## EXPERIENTIAL LEARNING ACTIVITIES (AICAP)

CEA courses are designed to include a variety of experiential learning activities that will take you out of the classroom and allow you to explore your local, host city. These activities may include field studies, guest lectures and/or activities offered through our Academically Integrated Cultural Activities Program (AICAP). Please check the Forms of Assessment section to find out if AICAP activities are related to any specific form of assessment. The following experiential learning activities are recommended for this course:

- Field Visit: SAP

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- Field Visit: LMC

- Guest Speaker: Sleighdogs

## REQUIRED READINGS

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings–whether assigned from the text or assigned as a selected reading–must be completed according to the due date assigned by the course instructor.

I. **REQUIRED TEXT(S)**: You may purchase or acquire the required text(s) prior to departure or upon program arrival. The required text(s) are listed below:

Thomas, D.C., Peterson, M.F. *Cross-Cultural Management: Essential Concepts.* London: Sage, 2018, 336 pp.

II. **SELECTED READING(S)**: The selected readings for this course are listed below. You will not need to purchase these readings; the instructor will provide these selected readings to you in class (either in paper or electronic format).

Abramson N.R., Moran, R.T. *Managing Cultural Differences, Global Leadership Strategies for the 21st Century,* Butterworth-Heinemann, 2017, chapter 10.

Brunet-Thornton, R., Bures, V. "Cross-cultural Management: Establishing a Czech Benchmark", *Ekonomika a Management*, Vol. 15 (3), 2012, pp. 46-61.

DiStefano, J.J. & Maznevski, M. L., "Creating Value with Diverse Teams in Global Management", *Organizational Dynamics*, Vol. 29 (1), 2000, pp. 45-63.

Dumetz, J. et al. *Cross-Cultural Management Textbook*, CreateSpace Independent Publishing Platform, 2012, chapter 1.

Fink G. & Meierewert S., "Issues of time in international, intercultural management: East and Central Europe from the perspectives of Austrian managers", *Journal of East European Management Studies*, Vol. 1 (9), 2004, pp. 61-84.

Hoppe, M. H. "Culture and leader effectiveness: the GLOBE Study", 2007, 6pp.

Kolman, L. K., Noorderhaven, N. G., Hofstede, G., & Dienes, E. "Cross-cultural differences in Central Europe," *Journal of Managerial Psychology*, 18(1), 2003, pp. 76-88.

Steers, R. M., Sánchez-Runde, C.J. & Nardon, L., *Management Across Cultures*. Cambridge: Cambridge University Press, 2016, chapter 9.

Trompenaars, F., Hampden-Turner, C. *Riding the Waves of Culture: Understanding Diversity in Global Business*, New York: McGraw Hill. 2021, chapter 13 & 18.

### RECOMMENDED READINGS

The recommended reading(s) and/or text(s) for this course are below. These recommended readings are not mandatory, but they will assist you with research and understanding course content.

Comfort, J. & Franklin, P. *The Mindful International Manager*, London: Kogan Page, 2014, 248 pp.

Deardorff, D.K., Berardo, K. (eds.) *Building Cultural Competence*, Sterling: Stylus Publishing, 2012, 400 pp.

Dowling, P., Festing, M., Engel, A.D. *International HRM: Managing People in a Multinational Context,* Boston: Cengage, 2017.

French, R. *Cross-Cultural Management in Work Organizations*, London: CIPD, 2015, 279 pp.

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Guirdham, M, *Communicating Across Cultures at Work*. Palgrave Macmillan, 2017, 432 pp.

Hall, E. T. *Beyond Culture*. New York: Anchor Books, 1997, 298 pp.
Hofstede, G. & Minkov, M. *Cultures and Organizations: Software of the Mind,* McGraw-Hill, 2010, 576 pp.

Hofstede, G. *Cultures Consequences: International Differences in Work Related Values,* Beverly Hills: Sage, 1980, 328 pp.

Lewis, R.D. *When Cultures Collide: Leading Across Cultures*, London: Hodder & Stoughton, 2018, pp. 576.

McFarlin, D., Sweeney, P. *International Organizational Behavior: Transcending Borders and Cultures*. London: Taylor & Francis, 2017, 406 pp.

Nisbett, R. E. *The Geography of Thought*. London: Hodder & Soughton, 2019, 288 pp.

Tjosvold, D., Leung, K. *Cross-Cultural Management: Foundations & Future*, London: Routledge, 2017, 192 pp.

Triana, M. *Managing Diversity in Organizations: A Global Perspective*, London: Taylor & Francis, 2017, 374 pp.

Trompenaars, F., Hampden-Turner, C.M. *Building Cross-Cultural Competence: How to Create Wealth from Conflicting Values*, New Haven: Yale University Press, 2000, 400 pp.

**Academic Journals:**
*International Journal of Human Resource Management*
*International Journal of Cross-cultural Management*
*Harvard Business Review*

## ADDITIONAL RESOURCES

In order to ensure your success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library**: As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library here or through your MyCEA Account. You must comply with UNH Policies regarding library usage.

- **CEAClassroom – Moodle**: CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

  During the first week of class, CEA academic staff and/or faculty will help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

  To access Moodle: Please log-in to your MyCEA account using your normal username and password. Click on the "While You're Abroad Tab" and make sure you are under the "Academics" sub-menu. There you will see a link above your schedule that says "View Online Courses" select this link to be taken to your Moodle environment.

- **Online Reference & Research Tools**: The course instructor has identified the resources below to assist you with understanding course topics. You are encouraged to explore these and other avenues of research including the databases available via the UNH online library.

Web resource for international business etiquette:
http://www.executiveplanet.com/
http://www.kwintessential.co.uk
http://www.communicaid.com

| COURSE CALENDAR<br>*Cross-Cultural Management* | | | |
|---|---|---|---|
| **SESSION** | **TOPICS** | **ACTIVITY** | **READINGS & ASSIGNMENTS** |
| 1 | **Course Introduction:** Review Syllabus, Classroom Policies<br><br>Introduction: The Challenging Role of the Global Manager | Lecture & discussion | Overview of syllabus, course material & assignments<br>**Reading:**<br>Thomas et al., Chapter 1, pp. 2-20 |
| 2 | Describing Culture: What It Is and Where It Comes From | Lecture & discussion | **Reading:**<br>Thomas et al., Chapter 2, pp. 21-40<br>Dumetz et al., Chapter 1, pp. 19-38<br>**Case Study Assignment** |
| 3 | Comparing Cultures: Systematically Describing Cultural Differences | Lecture, discussion & analysis of critical incidents | **Reading:**<br>Thomas et al., Chapter 3, pp. 41-63<br>Kolman et al., pp. 76-88 |
| 4 | How Culture Works: Fundamentals of Cross-Cultural Interaction | Lecture, discussion & analysis of cross-cultural dialogues | **Reading:**<br>Thomas et al., Chapter 4, pp. 64-83<br>Brunet-Thornton & Bures, pp. 46-61 |
| 5 | The Manager as Decision-Maker: Cross-Cultural Dimensions of Decision-Making | Lecture, discussion | **Reading:**<br>Thomas et al., Chapter 5, pp. 84-106│<br>Fink & Meierewert, pp. 61-84<br>**Case Study Assignment due** |
| 6 | The Manager as Negotiator: Communicating and Negotiating Across Cultures | Lecture & discussion | **Reading:**<br>Thomas et al., Chapter 6, pp. 107-132<br>Steers et al., Chapter 9, pp. 278-303 |
| 7 | The Manager as Leader: Motivation and Leadership Across Cultures | Lecture & discussion | **Reading:**<br>Thomas et al., Chapter 7, pp. 133-154<br>Hoppe, M. 6 pp.<br>**Reflective Assignment:** Description of an Admired Global Leader |
| 8 | **MIDTERM EXAM** | | |
| 9 | The Challenge of Multicultural Workgroups and Teams | Lecture & discussion<br>*Field Visit: SAP* | **Reading:**<br>Thomas et al., Chapter 8, pp. 156-186<br>DiSteffano, pp. 45-63<br>**Reflective Assignment:**<br>Questions on DiSteffano's MBI model<br>**Group project presentations assigned** |
| 10 | The Challenge of International Organizations: Structure and Culture | Lecture & discussion<br>*Guest Speaker: Sleighdogs* | **Reading:**<br>Thomas et al., Chapter 9, pp. 187-196<br>Trompenars & Hampden-Turner, Chapter 13, pp. 215-245<br>*Reflective assignments: Guest speaker reflection* |

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| 11 | The Challenge of International Assignments | Lecture & discussion | **Reading:**<br>Thomas et al., Chapter 10, pp. 197-217<br>Abramson & Moran, Chapter 10, pp. 293-327 |
|---|---|---|---|
| 12 | The Challenge of Managing Across Cultures in the Future | Lecture & discussion<br>*Field Visit: LMC* | **Reading:**<br>Thomas et al., Chapter 11, pp. 218-234<br>Trompenars & Hampden-Turner, Chapter 18, pp. 311-329 |
| 13 | **GROUP PROJECT PRESENTATIONS** | **GROUP PROJECT PRESENTATIONS** | Prepare presentation |
| 14 | **GROUP PROJECT PRESENTATIONS** | **GROUP PROJECT PRESENTATIONS** | Prepare presentation |
| 15 | **FINAL EXAM** | | |

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# SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found [here](here)
General Academic Policies can be found [here](here)