

**BUS268 MANAGING ACROSS CULTURES
SPRING 2008**

INSTRUCTOR:	Joyce Osland Ph.D.	OFFICE HOURS:	
OFFICE:	BT 360	Monday	11:00-12:00 Off-campus Or by appointment
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COURSE OVERVIEW :

This course is designed for students who wish to prepare themselves for working overseas or for working with people from various cultures. Students who master the course material will not have to worry about being viewed as an “Ugly American” or “Ugly _____.” The content and skills taught in this course are very important given today’s global economy and diverse work force. Since successful interculturalists are self-aware, the course begins with a focus on understanding one’s own culture. The second module of the course is geared toward understanding other cultures. You’ll learn to decode cultural behavior after mastering cultural dimensions and cross-cultural communication styles. The third part of the course will develop your global leadership skills in areas like communication, multicultural teaming, stakeholder dialogue, influence and negotiation, and ethics. In the final weeks, you’ll read about and interview expatriates to see what it’s like to work abroad and select employees to work internationally. Throughout the course, you’ll observe differences in business and management in various countries to help develop a global mindset.

Prerequisite: Graduate standing. Units: 3

COURSE OBJECTIVES:

- **Gain** a greater understanding of business and management practices in different countries
- **Be** more culturally sensitive
- **Develop** cross-cultural skills to be more effective when dealing with and managing people from various cultures
- **Understand** what it’s like work successfully as an expatriate and manage them well
- **Develop** your skills as a global leader

TEXTS:

1. Nancy J. Adler’s INTERNATIONAL DIMENSIONS OF ORGANIZATIONAL BEHAVIOR, 5th Ed., Cincinnati, Ohio: South-Western College 2008
2. Martin Gannon’s UNDERSTANDING GLOBAL CULTURES, 3rd Ed., Thousand Oaks, CA: Sage Press, 2004.

CLASS FORMAT:

The methodology includes a mix of lectures, experiential exercises, group projects, and skill-building exercises. The most effective method for teaching skills and cross-cultural sensitivity is via experiential exercises. This means that we will turn the classroom into a laboratory and create conditions for understanding concepts through experience as well as readings. We will use role plays, exercises, and simulations so that you can pull out your own learning points from

these experiences. **This type of course requires students to take responsibility for their own learning. In order for an experiential course to be successful, students must do all the reading and homework preparation before class and participate actively in the classroom.**

Please do not underestimate the importance of participation in this course. It is an important part of your final grade, as well as an opportunity to practice your communication skills. You have to learn to speak up and/or communicate with people from different cultures at some point in your career; you may as well do it here among friends. If you find it difficult to participate in class, please come see me in the beginning of the course so we have time to remedy the situation. Class contributions may consist of:

1. Comments on readings:
 - Statement of a problem or issue related to the readings
 - Observations of how readings, etc. apply to specific situations
 - Application of readings to one's personal experience or circumstance
 - Questions about the readings
 - Making connections between various readings
2. Active participation in simulations and exercises

Because this course is designed around value-added activities in the classroom, regular attendance is essential. You are an important ingredient in the class community we will form. Please call me before class if you cannot attend due to unavoidable reasons (illness, death), just as you would notify your boss.

Cross-Cultural Workshop:

We will have a workshop on cross-cultural interaction and communication on Friday March 7th from 8:00 a.m. until 4:00 p.m. This session consists of several simulations and exercises that build upon each other, which is why it works best to use a day-long session. It also gives you a chance to see the type of training that companies provide employees.

Assignments and Projects:

1. Analysis of Personal Culture

The purpose of this group assignment is to ensure that students understand the values of their own culture (subculture) and what it means to be American, Thai, Japanese, etc. Try to locate the foremost authorities on your culture (look for anthropologists, cross-cultural experts, country experts). Use reputable, published scholarly sources and don't rely solely the Internet. Don't wait until the last minute to do your research. Prepare a 1-2 page executive summary that includes: (1) your culture's key 7-10 values accompanied by behavioral examples in a table (2 pts); and (2) an explanation of the internal logic of this culture. Use bullet points to list your research-based explanation for the internal logic of this culture. Answer this question: **Why** are these values so important? What occurred in the history of this culture (its political history, economic history, demographic composition, geography, etc.) that made these values acquire more significance than others? (This will be the most difficult part of the assignment.) Come prepared to share what you've learned.

2. Country Report and Training Session

Teams will be responsible for gathering and writing up the information on a specific country and then presenting some of that information to the rest of the class in a training session. The goal is to learn about a country in depth and figure out how to do business in that culture. Use credible, academic sources of information (not people from that country or tourist guides) and cite sources correctly (see my web page for instructions).

- a. **Prepare a written report in the form of an executive summary of facts using bullet points.** List the categories, followed by the facts and their source. You'll receive a handout containing the categories to include. Use 10 pt. font to save space – we will compile each section into an electronic report file available to the whole class. Please be thorough and accurate so we can create a worthwhile product to use as a reference.
- b. **Prepare a training session on an assigned aspect of your country report.** More details will be communicated on this part of the assignment.

Students will evaluate the contribution of their group members on the country report project. **A person who has not contributed to a group project will not receive the same grade as the other group members.** Your team members will grade your contribution to group projects using criteria like these:

- Meeting attendance or “virtual” responsiveness
- Punctuality
- Preparation for meetings
- Reliability – doing what you promise to do
- Responsibility - doing an equal share of the work
- Quality – your portion of the project is well thought out, complete, and well-written before handing it into the group
- Communication and facilitating the participation of everyone in the group (having meetings that everyone can attend, giving others a chance to perform, resolving misunderstandings and performance problems)
- Positive attitude

3. Expatriate or Repatriate Interview

You will be assigned to find and interview either an expatriate or repatriate business person who has worked overseas. Their nationality is not important, but it is important that they have lived and worked in a country other than their own for at least a year. If you don't know anyone who has worked abroad, ask your classmates for referrals. The purpose of the assignment is to prepare you for the session on expatriates by providing you with personal exposure to expatriate and repatriate issues. The interview questions will be posted on Web-CT. Take good notes on their answers so that you can report what they said in class and write a **1-2-page paper** on what you learned, according to the description at the end of the Interview Questions.

4. The Aracruz Cellulose Simulation

This is a team-based simulation of a complex situation that can only be resolved through dialogue. After reading the introduction and your stakeholder group's role, your group should prepare an 8-10 minute presentation that explains (1) who you are and what you value; (2) what you hope to gain in this situation; and (3) what you will do if that does not happen. This can be done on ppt. or some other fashion, as long as it is easy for your audience to understand. Hand in a copy of your presentation to the professor. Please dress as your stakeholders and present as they would. Afterwards, heterogeneous groups of stakeholders will engage in dialogue to find an acceptable solution. You will receive feedback from these heterogeneous groups on your ability to engage in productive stakeholder dialogue.

This simulation provides an opportunity to practice many skills needed by effective leaders. Teams will be graded on their level of preparation for their presentation and individuals will be evaluated by their peers on their contribution to the presentation. There is a slacker penalty on this project; team members will evaluate whether or not all members deserve the same project grade, based on their contribution to the preparation and presentation stage. If, for example, a member only did half of what they were assigned, they should receive only 50% of the team's final grade.

5. Readings Mastery

Students should always be prepared to “teach” one chapter from the Gannon book to the rest of the class. Everyone is responsible for the Adler chapters, but half the class (the A’s) will read one of the two assigned chapters from the Gannon text and be responsible for conveying its message to the other half of the class (the B’s) in a ten-minute presentation. (If there are four chapters assigned, we will split up the chapters so each person in your foursome prepares one chapter). Your weekly written readings homework should include (1) how the Gannon chapter relates to the topic covered in Adler’s text for this class session, (2) the key themes in the chapter, and (3) the implications for doing business in the country described in the chapter. **Bring at least 3 copies of your typed homework on the Gannon chapter to class – one for me and one each for the people in your quartet who did not read the same chapter you did.** If you want to hone your decoding skills, fill out the chart on value dimensions and communication styles for every assigned Gannon chapter.

Classroom Participation:

The criteria for class participation is quality (rather than quantity), consistent contribution to class discussions, thorough preparation, analytical insight, facilitation of other students’ ideas, building on the thinking of others and integrating that thinking into your own contributions. I expect students to share their views and experiences for the benefit of the class. I am looking for evidence of good critical thinking on your part: getting to the nub of a chapter, asking thought-provoking questions, coming up with learning points from our experiences in class, and sharing what you have learned about yourself and others during the exercises. Another aspect of participation is how well you help your learning group accomplish the tasks and exercises assigned both during and outside class. Merely coming to class is not sufficient; attendance is a first step but you must also participate actively.

Quizzes

Throughout the course, there will be short quizzes on the Adler text material and on your ability to decode the cultural behavior found in vignettes and dialogues using the communication styles and value dimensions.

Grading Scheme:

Grading Points	Point Value	Due Date
Analysis of Personal Culture	5	
Country Report & Training Session	25	
Quizzes	30	
Expatriate or Repatriate Interview	10	
Aracruz Cellulose Simulation	10	
Readings mastery	15	
Class participation	5	

General Information

Please notify your instructor if you have a learning disability or require special assistance with this course. Confidential personal and learning assistance counseling are made available to students through the Division of Student Services.

Writing:

Good, concise writing is a skill all managers need to have. **Please see “Writing Help” on my web page for writing assistance if you want to improve your writing.** Please get in the habit of having other people look at your writing. Points will be subtracted for poorly written work. All papers should be typed and double-spaced. Make sure you have another copy on diskette in case my dog eats your paper.

Academic Honesty:

I want to be sure you get your money's worth out of this course and that you will be able to put what you have learned into practice; that will happen only if you do the work yourself. Any form of academic dishonesty will result in a grade of F for the course for ALL parties involved.

Plagiarism is considered to be a form of cheating. It consists of taking the ideas, writings, etc. from another and passing them off as one's own (Webster's New World Dictionary).

Grading Scale

A =94-100	B+=87-89	C+=77-79	D+=76-69
A-=90- 93	B =84-86	C =74-76	D =64-66
	B-=80-83	C-=70-73	D-=60-63
			F =<60

Course Calendar:

	Date	Topic	Assignments to Complete Before Class
1&2	3/7 FRIDAY 9:00-4:00	Globalization and Business Workshop on Intercultural Communication <i>Quiz</i>	Read before class: Adler: 69-93 and “Broadening the Debate: The Pros and Cons of Globalization”
3	3/10	Understanding Cultural Metaphors Culture and Management <i>Quiz</i>	Gannon: 3-18; Adler: 5-35 A. Gannon : USA Chapter 16 B. Gannon: China Chapter 28
4	3/17	Cultural Dimensions and Differences Due: Analysis of Personal Culture	Adler: 44-65; Read “Beyond Sophisticated Stereotyping” Web-CT A: Gannon: Thailand Chapter 2 B. Gannon: Saudi Arabia Chapter 5
5	3/24	Managing Multicultural Teams & Virtual Teams <i>Quiz</i>	Adler: 126-147 A: Gannon: India Chapter 4 and France Chapter 15 B: Gannon: Italy Chapter 21 and Sweden Chapter 11
	3/31	Holiday – Cesar Chavez Day	
6	4/1	Global Leadership	Read “Global Leadership” on web-

	TUESDAY 12-4:00	Aracruz Cellulose Simulation Leveraging Cultural Diversity Due: Simulation Presentation Quiz	CT Adler: 99-121; all read Gannon: Brazil Chapter 7 Prepare your Group Presentation for the simulation
7	4/7	Managing Expatriates Global Careers Due: Expatriate/Repatriate Interview Report Quiz	Adler: 271-304 A: Gannon: Germany Chapter 10 and England Chapter 17 B: Gannon : Israel Chapter 20 and Spain Chapter 25
8&9	4/11 FRIDAY 9-4:00	Global Leadership Motivation Decision Making Negotiating Globally Ethics in Cross-Cultural Management Quiz	Adler: 157-174 ; 184-199 ; 207- 219 ; Adler: 224-261 A: Gannon : Japan Chapter 3 and Ireland Chapter 12 B: Gannon: Mexico Chapter 23 and Malaysia Chapter 18
	4/14 1:00-4:00	Presentation by Rick Partridge	
10	4/21	Due: Country Report Team Training Session – Wrong Way /Right Way skits	