



THE OHIO STATE UNIVERSITY

FISHER COLLEGE OF BUSINESS

## **BUSMHR 4020: Cross-Cultural Management Spring 2017**

<b>Instructor:</b>	Christina A. Monahan
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<b>Office Hours:</b>	By appointment
<b>Class Hours:</b>	Monday, Wednesday, Friday 11:30AM – 12:25PM (Schoenbaum Hall 305)
<b>Required Text:</b>	1. Gannon, M. J., & Pillai, R. (2015). <i>Understanding global cultures: Metaphorical journeys through 34 nations, clusters of nations, continents, and diversity</i> , 6 <sup>th</sup> edition. Sage Publications. 2. Molinsky, A. (2013). <i>Global dexterity: How to adapt your behavior across cultures without losing yourself in the process</i> . Harvard Business Review Press.
<b>Course Website:</b>	Course information will be posted on Canvas. This web site will be used to provide you with access to announcements, assignments, handouts, most of my slides, and grade information. If you have questions or problems with Canvas, call 688-HELP or e-mail carmen@osu.edu.

### **COURSE DESCRIPTION**

This course focuses on management and organizational behavior from three perspectives, namely the values, attitudes, and behaviors that are: 1) common to a cluster of countries, 2) specific to one country, or 3) specific to a major cultural subgroup or subgroups within one country. It also examines some major contemporary themes and issues, such as Huntington's thesis concerning the clash of civilizations. In addition, the course emphasizes critical thinking and the use of cross-cultural paradoxes to understand the relationship between culture and our globalizing world.

### **COURSE OBJECTIVES**

1. Increase understanding of contrasting behaviors in different countries, clusters of countries, and subgroups within one country
2. Comprehend different generic approaches in depth helpful in increasing this understanding
3. Examine major themes and issues in the cross-cultural area
4. Provide practical tips for managing the multicultural firm, both in the U.S. and outside of it
5. Experience directly cross-cultural issues and behavior
6. Learn to think critically about culture and our globalizing world through the use of cross-cultural dimensions, metaphors, and paradoxes.
7. Develop global dexterity- learn how to adapt your behavior in various cultural contexts without losing your authentic self in the process

### **INSTRUCTIONAL PHILOSOPHY**

Each of us is responsible for the success of this class. I have tried to design the course to maximize your learning and I am committed to creating a positive learning environment in the classroom. What you get out of the course is, however, ultimately up to you. My goal is to strike a balance between my presentation of material and your involvement in discussions, cases and exercises. If we both do our parts, this course will be a positive learning experience for all of us.

Individual participants will be responsible for completing reading assignments and participating in discussion of those readings. If we are unable to complete all that we need to do in a given session, we may or may not carry it over to the next session, but you will still be responsible for reviewing any slides or notes that may not have been covered as the content is relevant to your graded assignments. You are required to read assigned chapters, cases, and articles prior to class. I will not cover everything in the textbook, but will highlight the most critical topics. Your **participation is very important** and I expect high levels of participation and engagement in order to move our class forward and ensure your best learning.

## **EXPECTATIONS**

1. Attendance. Regular attendance throughout the semester is critical and appreciated (as is arriving on time). Understanding will not be acquired by reliance on readings instead of class attendance nor vice versa. Furthermore, I expect you to be here when you're here (i.e., intellectually engaged, not just physically present).
2. Preparation. Come to class having completed the assigned readings, cases, and exercises; review those materials prior to class so you are prepared to discuss them, and bring your course materials with you to class. I structure the class time assuming that you have completed the assignments. Class time will be spent evaluating, integrating and supplementing the material covered in the assignments, not rehashing that material.
3. Contribution. Ask questions and contribute your thoughts and personal experiences whenever relevant. Engage in regular introspection and apply the course material to your own experiences. Everyone benefits from a more positive learning environment and the class becomes more interesting when students actively contribute to the discussion. We can all learn from one another in this class!
4. Professionalism. Be respectful of each other and demonstrate a high level of courtesy and professionalism. This includes minimal side talking, no making or taking phone calls, text messaging, or surfing the web during class. These behaviors are distracting and disrespectful to both me and your fellow students, and they reflect poorly on you. We will treat one another with personal respect at all times. Civility in the classroom is non-negotiable. And being supportive and open to the ideas of others is an important part of the learning process.

## **GRADING**

Grades will be based on participation/attendance, 3 reflection papers, 3-5 hand-outs/quizzes, a group project, and a group advertising exercise. Any issues concerning grades need to be brought to my attention within one week of the date the graded assignment is returned to the student.

### **Reflection Papers (20 Points each):**

Throughout the semester you will be expected to complete three short reflection papers (1-2 pages, double-spaced). For the first two, you are to go out and seek out a new cross-cultural experience. There is significant latitude for these experiences. It could be having lunch with an international student, reading a book from a different country, watching a movie from another country, going to a new international restaurant, etc. After the experience, I want you to briefly detail the experience, reflect on what you learned from that experience, and discuss the value of these types of experiences for your continued cross-cultural development. For the third paper, you are expected to think about the improvement of your cross-cultural skills and global dexterity after this class is completed and contemplate what you need to do to continue to develop your skills to succeed in working across cultures.

### **Hand-outs and Quizzes (40 Points):**

There will be 3-5 hand-outs or quizzes over the course of the semester. They will be based on material from the assigned readings.

**Participation (30 Points):**

Your participation is essential to the success of this class. Participation does not mean simply being in class and participating in the exercises. This is assumed in class attendance. Rather, participation consists of demonstrating that you are prepared for class by making comments / asking questions in class. Making comments / asking thoughtful questions in class will be measured by the extent that you vocalize your thoughts in class. Quantity does matter in the determination of this grade. My expectation is that everyone will vocalize at least one thought during a particular class. However, I will also emphasize the quality of your comments / suggestions.

Quality comments can be characterized by one, or more, of the following attributes:

- Applies theories or concepts from the readings or lectures
- Moves the discussion forward by building on previous contributions with new insights
- Constructively challenges a previous comment or analysis
- Asks insightful questions

For classes where there is a country presentation (see schedule), participation will be judged on asking questions about the country. You will be expected to either bring 2 questions to class and/or to formulate 2 questions during the presentation. These questions will be handed in after class and be evaluated based on their relevance, level of interest, and level of insight.

Overall, participation is a cumulative process where you earn points throughout the quarter. If you do not make any comments in any of the classes throughout the quarter you will receive a 0 on this portion of the grade.

In addition to your comments, your participation in this class is to be professional. More specifically, you will be expected to treat this class like you would any other business situation. For example:

- You will be expected to be respectful of your fellow students with regards to your class comments and behaviors. Challenging of ideas is encouraged, but it must be done in a respectful manner.
- You will be expected to silence cell phones during class
- You will be expected not to be on your phone or computer (unless for note-taking or exercises) in class
- You will be expected to notify the instructor if you will miss or be late to class

If you engage in behavior that is deemed unprofessional, points will be deducted from your participation grade.

**Attendance (30 Points):**

Students are expected to arrive on time, prepared for class, and ready to participate in discussions and group activities in a mature manner. Students arriving more than 2 minutes late or leaving early will get points deducted from their attendance grades for that session. Students will be held responsible for all material covered, and all announcements made in class if absent.

**Group Project (60 points):**

Groups of 2-3 individuals will be asked to lead one of the country focus sessions on the class schedule.

Groups and session dates will be determined during the second class. Groups will be expected to extensively research their chosen country and then teach the class about what they have learned for 35 – 45 minutes, with an additional 5 minutes for questions. Among the things that should be considered for discussion are: business practices, cultural values, government, religion, education, demographics, language, geography, culture (books, movies, art), the legal environment, food, taboos, local mindsets, etc. In other words, I want each group to become an expert with regards to their chosen culture and then convey that knowledge back to the class. The course textbooks will provide a starting point for each group, but groups are expected to use many resources above and beyond the textbooks. Groups are encouraged to be creative and participative with their presentations bringing in things like music, video, food, games, and discussion. Both the class and I will evaluate the presentations on level of interest and level of learning provided (professor – 80% & class evaluation – 20%). Groups will be expected to turn in a copy of their presentation slides as well as a bibliography of their information sources.

### Group Advertising Exercise (30 Points):

#### General Instructions:

Imagine the largest U.S. Travel agency has hired you to attract people from your selected nation to the U.S. The team must develop an advertisement to be presented to top management. The ad can include several powerpoint slides, music, video, etc. Include a tagline or theme. Be creative, logical, and convincing. Use your cultural knowledge.

Based on Hofstede's cultural dimensions, the globe study, Hall's context and communication, and the cultural metaphors and their characteristics both for the U.S. and your nation, which places in the U.S. would be attractive? (Please see Ch. 1). Which features of the places would you highlight? Why? How?

Remember, there should only be some overlap between the cultural metaphors of the U.S. and your nation. If there is too much overlap, there is no incentive for visiting the U.S. If there is not sufficient overlap, the person would tend to be uncomfortable.

#### Written Report:

The team written report should be 12-point font and double-spaced and answer the following questions:

- What was the rationale for your ad? (Be sure to integrate the dimensional approaches from pp. 8-14 of G&P Ch. 1 and the cultural metaphors for the U.S. and your selected nation)
- What were some of the rationales and approaches you rejected? Why?
- How did you avoid stereotyping?

#### Presentation:

- All teams will make a 10-minute classroom presentation during one of the last 3 sessions of the semester. Teams must turn in a copy of their presentation slides.
- You should include a slide providing a brief history of the nation, some relevant statistics (e.g., gross national product per person), etc. You must do this even though the students have read the assigned book and learned some of this during your country focus session. Doing this helps to set the framework. Subsequent slides should include your proposed ad with an appropriate tagline. Be sure your ad/tagline integrates the dimensional approaches (pp. 8-14, ch. 1) and the two cultural metaphors – for the U.S. and the appropriate nation. Explain your rationale for the ad/tagline. Again, be convincing and use your cultural knowledge.

The above described elements will be totaled to determine your final grade out of a possible 250 points:

Course Component	Points
3 Reflection Papers (each worth 20 points)	60
Hand-outs/Quizzes	40
Participation	30
Attendance	30
Group Project	60
Group Advertising Exercise	30
Total	250

## **ACADEMIC MISCONDUCT**

The Ohio State University's Code of Student Conduct, Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct. The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's Code of Student Conduct may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For more information, please reference: <http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement>

## **OSU DISABILITY POLICY**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.