

The College of New Jersey
School of Business
Course Syllabus
Cross Cultural Management – MGT 310-01
Spring 2011

Meeting Schedule: 12:00noon – 1:50pm, Mondays & Thursdays
*classes may be extended to the full slot if needed
Location: BB 124
Instructor: Waheeda Lillevik, MBA, PhD
Office: BB 117
Phone: 609.771.2868
Fax: 609.637.5129
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Office Hours: 11:00am – 11:45am Mondays & Thursdays
4:00pm – 5:30pm Mondays and by appointment
**best/primary way to contact the instructor

COURSE OBJECTIVES

This course provides an integrated overview of the role of culture in conducting global business and the management issues influenced by differences in national and sub-national cultures. The course will first address differences in attitudes, values and beliefs among different peoples in the nation. Issues such as employee motivation, organizational leadership, interpersonal communication, workplace conflicts, and decision-making are discussed in the context of intercultural differences in order to bring the management aspect into understanding the complexities of conducting global business. There will also be a focus on cultural learning, acculturation and managing expatriate and migrant employees, and how organizations can cultivate a global mindset among its workforce. The course content is relevant to all individuals who will be engaged in the general management of people and are applicable to all types of jobs within all organizations and industries.

1 Course Unit; Prerequisite: MGT 201 or PSY 201

REQUIRED TEXTS

Thomas, David C. (2008) *Cross Cultural Management: Essential Concepts*, 2nd Ed., Sage. ISBN: 978-1-4129-3956-0 (referred to as **CCM**)

Samovar, Larry A., Porter, Richard E. & McDaniel, Edwin R. (2010). *Communication Between Cultures*, 7th Ed., Wadsworth Cengage Learning. ISBN: 978-0-495-56744-8 (referred to as **CBC**)

**Student companion site can be found at the following address: http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&flag=student&product_isbn_issn=9780495567448&discipline_number=25

A SOCS companion site will be used in this course – please make sure that you have access to SOCS. Due to scheduling and other issues, the instructor reserves the right to make changes to the syllabus and timelines where necessary/appropriate. All communication outside of class will take place on SOCS – so you must check this site regularly (at least twice per week is recommended).

EVALUATION OF STUDENT PERFORMANCE

Group Project	35%	(25% Paper + 10% Presentation)
Student Presentations	20%	(5% Three-Page Hand-In + 15% Presentation)
Test I	20%	
Test II	20%	
Peer Evaluation	<u>5%</u>	
TOTAL	100%	

COURSE SCHEDULE

Introduction: Thursday, January 20, 2011

- Introduction to the course on Thursday
 - Group Formation: Two tasks: Choose groups of 6 for your group projects, and groups of 3 for your student presentations in this course. Please submit your group lists (names and student numbers) along with a name you choose for your group to the instructor by the *end* of the class.

Week 1: Monday, January 24, 2011/Thursday, January 27, 2011

- CBC: Chapter 1: Communication and Culture

Week 2: Monday, January 31, 2011/ Thursday, February 3, 2011

- CBC: Chapter 2: The Deep Structure of Culture
- CCM: Chapter 2: Describing Culture: What it is and Where it Comes From

Week 3: Monday, February 7, 2011/Thursday, February 10, 2011

- CBC: Chapter 5: Shaping Interpretations of Reality: Cultural Values
- CCM: Chapter 3: Comparing Cultures: Systematically Describing Cultural Differences

Week 4: Monday, February 14, 2011/Thursday, February 17, 2011

- CBC: Chapter 4: Culture and the Individual: Cultural Identity
- CCM: Chapter 4 How Culture Works: Fundamentals of Cross-Cultural Interaction
- **Student Presentations**

Week 5: Monday, February 21, 2011/Thursday, February 24, 2011

- CCM: Chapter 1: Introduction: The Challenging Role of the Global Manager
- CCM: Chapter 5: The Manager as Decision-Maker: Cross-Cultural Dimensions of Decision-Making
- **Student Presentations**

Week 6: Monday, February 28, 2011/Thursday, March 3, 2011

- **Test I on Monday**
- CBC: Chapter 6: Language and Culture: The Essential Partnership
- CCM: Chapter 6: The Manager as Negotiator: Communicating and Managing Across Cultures

Week 7: Monday, March 7, 2011/Thursday, March 10, 2011

- **NO CLASS (Spring Break)**

Week 8: Monday, March 14, 2011/Thursday, March 17, 2011

- CBC: Chapter 7: Nonverbal Communication: the Messages of Action, Space, Time and Silence
- **Student Presentations**
- **Status Reports** due on **Thursday**, at the *beginning of class*

Week 9: Monday, March 21, 2011/Thursday, March 24, 2011

- CBC :Chapter 8: Cultural Influences on Context: the Business Setting
- CCM: Chapter 7: The Manager as Leader: Motivation and Leadership Across Cultures
- Student Presentations

Week 10: Monday, March 28, 2011/Thursday, March 31, 2011

- CCM: Chapter 8: The Challenge of Multicultural Work Groups and Teams
- Student Presentations

Week 11: Monday, April 4, 2011/Thursday, April 7, 2011

- CCM: Chapter 10: The Challenge of International Assignments
- Student Presentations

Week 12: Monday, April 11, 2011/Thursday, April 14, 2011

- CBC: Chapter 11: Venturing into a New Culture: Becoming Competent
- CCM: Chapter 11: The Challenge of Managing Across Cultures in the Future
- Student Presentations

Week 13: Monday, April 18, 2011/Thursday, April 21, 2011

- Test II on Monday
- TBA

Week 14: Monday, April 25, 2011/Thursday April 28, 2011

- Final presentations will occur this week
- Peer Evaluation Forms due *at the end of class* on Thursday April 28, 2011

Final Exam Period:

- Final Project Papers are due *by 4:00pm* in my office (dropbox) on Monday, May 2, 2011

COURSE ASSIGNMENTS AND REQUIREMENTS**Student Presentations:** Interview with an expatriate or immigrant worker

This exercise is meant to familiarize you with the challenges and opportunities of a migrant worker working in a different country. For this presentation, you will need to a) identify an expatriate or other migrant worker who has come to the USA and is currently employed and b) conduct some basic library research to find at least one article that discusses pertinent aspects of the culture change, the origins of your interviewee's culture, or other relevant aspects of cross-cultural communication and management that relate to your interviewee.

Your small group must find a contact person to interview, who does not come from the USA but is currently employed here in this country. This person may hold any position in employment, working for any business (please do not interview students themselves in this class). The main focus of this interview is to find out about how he/she learned about the culture, the difficulties he/she encountered, the challenges he/she overcame, and any successful learning techniques or facts that he/she developed during their time in the workplace. While much of the information is intercultural in nature, you must ensure that the interview contains questions that relate specifically to learning how to mesh their own culture and the new national culture, in the business realm. You may gather information that discusses issues such as language barriers, time, space, values, attitudes, beliefs, authority, leadership, verbal and nonverbal communication, etc. – anything that is discussed in this class. Because of the potential sensitive nature of certain questions, please do not ask any questions that relate to legal status, credit history, transfer payments, etc. that are outside the scope of this project. Remember that the focus here is on acclimating to a new culture, particularly in the business world.

In addition, you must find at least one article (or secondary resource) that relates to your interview. You may choose any source to discuss (case, magazine article, journal article, video, etc.), as long as you can provide a meaningful link to the information you uncover in your interview. This article (or other source) could relate to the country of origin of your interviewee, or to the culture of the industry in which he/she works, or around current issues (outsourcing, expatriate adjustment, demographic trends, etc.) – anything that you can link to the information from your interview, particularly if it supports that information, but it could be contrary to what you have found (and thus you will have to explain the discrepancy). Your source should be dated no earlier than 2000, but more current sources would be preferable.

Each student is to conduct this project with two other partners. You will be able to sign up for a date to present your findings and analysis. You will present this at the front of the class on the day that you sign up to present. Due to time constraints, the case presentation will be limited to a 10-minute minimum and 15-minute maximum for the presentation and 5 minutes for a question and answer period. For the courtesy of other presenters, there is a penalty of 10% of the mark for each minute that the presentation exceeds the maximum outlined, so please rehearse your presentation in advance. Your presentation MUST cover ALL the questions you answer in your one-page hand-in (see below).

Interview Three-Page Hand-In

You are to prepare a three-page summary of your article and analysis. It must be written in Arial or Times New Roman, 12 pitch, with 1" margins, and can be single-spaced. Any assignments deviating from these guidelines will not be marked. Please include the following information and structure:

- an introduction/bio of the individual you have interviewed, including where he/she is currently employed and position (company name may be omitted, but please include industry)
- a brief and accurate summary of the key points of the interview (point form is acceptable)
- answers to the following questions:
 - what major challenges did this individual encounter during his/her employment?
 - what major opportunities did this individual find in his/her employment?
 - how did your interviewee overcome challenges and utilize these opportunities throughout their employment/career?
 - who else, besides the interviewee him/herself, was affected by these jobs/career (this could include family members, co-workers, etc.) – i.e., what impact was made on others during this cultural learning experience?
- a brief and accurate summary of the article/source you found related to the content of the interview, including how it is related to what you found from the interview, and answers to the following:
 - why is this article/topic interesting to management students, practitioners and/or professionals?
 - what additional knowledge does your article/source AND the interview add to our learnings in the class?
- a copy of the article/source attached to your two-page summary, as well as a cover sheet including your names and student numbers.

Please feel free to ask questions/gather information that are outside the realm of this project, as long as you cover the basic areas described above. Also include anecdotes if your interviewee chooses to share them with you. Finally, please ensure that your hand-in is professional and easy to read and understand. This hand-in must be handed to the instructor prior to your presentation, on the day that you present.

STATUS REPORT

Thursday, March 17, 2011, *beginning of class*

Your group should have made some progress on your Group Project listed below. This report is worth no marks, but it will help you summarize what you have done so far on your group project, and it will provide the instructor with a sense of how far along each group has gotten to this point.

Further details will be provided in class.

TESTS

Test I will be held on **Monday, February 28, 2011**, in class, covering weeks 1-5. Test II will be held on **Monday, April 18, 2011**, in class, covering weeks 6-12. It is imperative that you attend these tests since there will be no other alternative dates to write a make-up test. They are closed-book tests covering the chapters and *any other material* covered in the respective weeks. The format will be either or a combination of multiple choice, short answer or case questions. Further details will be discussed in class as the date nears. You will be advised of the format prior to the test dates.

FINAL GROUP PROJECT

Monday, May 2, 2011, 4:00pm in my office

Your team will plan, design, deliver and evaluate cross-cultural training program, designed to train expatriates for their next job assignment in a foreign country of your choosing (outside North America).

This assignment will be conducted in groups of approximately 6 students. As a guide, the assignment should be no more than 15 typed pages (of text), double spaced. You must use no smaller than an 11pt font, in Times New Roman or Arial, with 1" margins on each page. You may have up to 6 appendices. Executive summaries, title pages, table of contents, and references may be placed on additional pages to the ones listed above (outside of the 15 pages of text, and they may be single-spaced). Citation (whether in-line citation, footnotes, or endnotes) all comprise part of your 20 pages. For proper *citation and referencing* please contact the library; proper APA style should be used, further information can be found here: http://owl.english.purdue.edu/handouts/research/r_apa.html. Please remember that failure to cite others' work is considered to be plagiarism, and will be handled accordingly. **Any assignments deviating from these guidelines will not be graded.** The key here, of course, is quality.

ALL group projects are due in my office at **4:00pm**, on **Monday, May 2, 2011**.

Late papers will be penalized 20% per part/full day.

Final Group Presentation

Monday, April 25, 2011/Thursday April 28, 2011

Your group will prepare and deliver a presentation to the class based on the findings of your group assignment. Further details will be provided in class

Due to time constraints, **the presentation is to be no longer than 20 minutes in length, with 10 minutes for questions and answers following the presentation.** You may choose to have all group members present, or just one or two members; it's up to you, but keep in mind the length of time you have to complete your presentation. As a courtesy to other presenters, your group may not exceed the allotted time for your presentations, as time penalties will be imposed. As we have little extra time during the classes, please be prepared to start on time – you will lose time if you are late, encounter technical difficulties, etc. (delays will be counted as part of your 20 minutes).

PEER EVALUATION

Thursday, April 28, 2011, *end of class*

The peer evaluation forms will be made available to you prior to the class due dates. Please read the descriptions and guidelines outlined in the class schedule above and on the peer evaluation itself. The purpose of these evaluations is to ensure that each member is making valuable contributions to group work in and outside of class consistently. Teamwork and interaction not only with the class but within your team will allow you to discuss the course material in a more intimate and meaningful forum. Further explanation of these forms will occur in class. You should evaluate each member with regard to progress in your group assignment, and participation in group activities in and outside of class relating to this course.

This is a CONFIDENTIAL evaluation; please do not collaborate with your team members. Each individual in the class must submit a peer evaluation for their group. Carefully evaluate each team members' behaviors during the activities with your group and fill out the form provided to you. This form must be handed in by the *end* of the class on **April 28**, or you will receive a mark of 0/5. I cannot accept late peer evaluation forms, but you may submit it early as the form will be provided to you prior to the class. Make sure that you put your group name and your name and student number at the top of your sheet.

NOTE ON PARTICIPATION IN GROUP PROJECTS FOR THE COURSE: This peer evaluation does not mean that non-performers will simply lose 5 marks, nor does it mean that group members can 'gang up' inappropriately on someone who does not appear to perform in the group. If there are problems in the group, group members are advised to let the instructor know early in the semester, and document all attempts to remedy the problem. If your group has an individual who does not contribute to the group, you should approach the instructor with this information. The student will be contacted, and unless he/she can prove with documentation that participation was attempted within the group he/she will then lose ALL MARKS for any of the group projects that he/she fails to participate (i.e. I will allow removal of that individual's name from the project). Restoration of marks for that individual is at the recommendation of the instructor given the evidence from both the group and the individual in question.

GRADE CONVERSION

The conversion of percentages, letter grades and grade points in this course are as follows:

Grade	Percentage	Grade	Percentage	Grade	Percentage	Grade	Percentage
		B+	80-84	C+	67-69	D+	57-59
A	93-100	B	75-79	C	63-66	D	53-56
A-	85-92	B-	70-74	C-	60-62	D-	50-52

A mark of 49 or below will result in FAILURE of the class (an 'E' grade). Rounding is discretionary and shouldn't be assumed; it is done only in unique circumstances and at the instructor's discretion.

ACADEMIC INTEGRITY

ANY violation of academic integrity will be handled at the professor's discretion and in accordance with the rules of The College of New Jersey. No instance of plagiarism or dishonesty will be tolerated; this includes but is not limited to copying others' work, allowing others to copy your work, failing to cite others' work, and submitting others' work as your own. The most severe of penalties will be imposed if plagiarism is found to have occurred. All students at The College of New Jersey are bound by the conditions and statements of the Academic Honesty system

A full explanation of TCNJ's policy can be found here: <http://www.tcnj.edu/~academic/policy/integrity.html>.

COLLEGE ATTENDANCE POLICY

Every student is expected to participate in each of his/her courses through regular attendance at lecture and laboratory sessions. It is further expected that every student will be present, on time, and prepared to participate when scheduled class sessions begin. At the first class meeting of a semester, instructors are expected to distribute in writing the attendance policies which apply to their courses. While attendance itself is not used as a criterion for academic evaluations, grading is frequently based on participation in class discussion, laboratory work, performance, studio practice, field experience, or other activities which may take place during class sessions. If these areas for evaluation make class attendance essential, the student may be penalized for failure to perform satisfactorily in the required activities. Students who must miss classes due to participation in a field trip, athletic event, or other official college function should arrange with their instructors for such class absences well in advance. The Office of Academic Affairs will verify, upon request, the dates of and participation in such college functions. In every instance, however, the student has the responsibility to initiate arrangements for make-up work.

<http://www.tcnj.edu/~recreg/policies/attendance.html>

STUDENTS WITH DISABILITIES AND/OR OTHER ACCOMMODATIONS

The College of New Jersey is committed to a policy of reasonable accommodation and services to persons with disabilities. Any student with special needs must bring this to my attention as soon as possible with written documentation, but not later than the *second week of class*. Any student requiring accommodation for religious or other necessary reasons (up to the discretion of the instructor) must also bring this to the instructor's attention by the *second week of class* – no exceptions.

A full explanation of ADA and TCNJ's policies can be found here: <http://www.tcnj.edu/~affirm/ada.html>

CLASS CONDUCT & SUBMISSION POLICIES

To encourage and facilitate the learning environment, we should all act respectfully towards one another. This environment is an interactive environment. It is expected and appreciated that you come to class on time, so as to minimize disruption for your fellow students. If you must miss class, students will need to contact peers to get caught up on what is missed. I respectfully ask that each student:

- Come prepared with the readings/activities for each class, whether outlined on the syllabus or requested in class
- Appear in class on time (once the door closes, students will not be permitted in the classroom)
- Refrain from engaging in distractions such as cell phone communication, side conversations, etc.
 - Please no texting/e-mailing during class!
- Participation is expected from all students in each class so that students can obtain a broader understanding of the issues being discussed. Please arrive prepared to participate and engage in the discussions, activities, etc.

Your work is a reflection of your effort and is a reflection of you and/or your team. All written work is to be submitted no later than the *date and time* outlined in this syllabus and by the instructor.

- Work that is incomplete will be counted as late until it is submitted in finished form.
- All work must be submitted as if you were submitting it to a management professional, therefore:
 - All written work should be assembled (stapled *securely*/bound etc. as appropriate at the time of submission). Each piece of submitted work should be handed in as a single polished and edited submission. NO EXCEPTIONS
- Incomplete or unfinished work (including loose leaf papers) are not accepted for submission, and is thus counted as late or incomplete. NO PAPER CLIPS OR BINDER CLIPS ARE PERMITTED.

I look forward to seeing all of you in class!