
**“MANAGING AND NEGOTIATING ACROSS CULTURES”
“CROSS-CULTURAL MANAGEMENT”**

UNIVERSITY OF WISCONSIN - MILWAUKEE
Sheldon B. Lubar School of Business
Business Administration 495 (003) / Global Studies 411
Course Syllabus, Fall 2006

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Class Time and Location: Thursday 2-4:40. SBA S171

Course Overview

The goal of this course is to provide you with an appreciation of the manner in which business cultures differ around the world and an understanding of the impact of these cultural differences in international management and negotiations. For this:

- We will focus on the development of “cultural intelligence” and cross-cultural skills.
- We will bridge theory and practice in the classroom through lectures, group work, group discussion, simulations, and personal participation with the goal of developing critical thinking and analytical skills.
- We will study how management theories related to organization theory, cross-cultural organizational behavior, international human resource management, global leadership, multicultural teams, and business ethics in a global context. .
- We will explore the concept of culture in depth, paying attention to the characteristics and levels of culture and its impact in business and management practice.
- We will use “metaphors” associated with several cultures at the national level to study several characteristics and the manner in which they do business.

Course Format

The course will follow both a *lecture* and *seminar* format, following the *Socratic* method somewhat closely. As it is extremely important in a class of this nature, it is imperative that students come prepared to class and ready for meaningful participation and discussion that will be of benefit to the student, as well as his or her classmates.

In order to allow students to make a meaningful contribution, we will consider several cases and readings. I will act as facilitator for the class discussion and will let the class explore the theoretical and practical implications of the cases and country readings. Students will also be expected to be aware of current international business events and develop questions for discussion, according to their presentation group membership.

Therefore, the quality of the discussion, conclusions, and student learning experience will depend on what YOU as a group select to put into it in terms of preparation and discussion. I expect this contribution to be of the highest caliber.

For the simulations, it is very important that you take them very seriously and do your best to make it work for yourself and for everybody else involved.

Textbook Material

1. International Management: Culture, Strategy and Behavior. 2006. 6th edition. Hodgetts, Luthans, and Doh. 0-07-296108-2
2. Understanding Global Cultures. 2004. 3rd edition. Martin Gannon and Associates. Sage.0-7619-2980-0

Grading (0-100).

Exam I	15
Exam II	15
Exam III	15
Exam IV	15
Group Presentation	20
Individual Participation	10
Experiential Journal	5
Group evaluation/discussion	5

1. Exams

There will be four exams counting for 60% of your grade. These exams will be a combination of multiple choice and short answer questions. They may ask you to apply your knowledge by integrating across different readings from both books and by thinking about specific business scenarios. You may also be tested on material covered in class and not in the text. There will be more information of the exams when time is due.

There will be a time late in the semester (after the third exam) when people who were absent during a previous exam and have a documented University-approved excuse may re-take the exam. This will be announced later if needed.

2. Participation

Individual participation will count for 10% of your grade. For the discussion of a national culture, we will follow a framework close to the *Socratic* method in which the class will take the most important stand in the discussion of the readings. My role as instructor will be to create this framework and complement it with my own insight. Thus, the quality of the class and discussion is mainly dependent on what you as a class chose to contribute. Each student is required to come prepared to each class and participate in the discussion.

Attendance: Given that we only meet once a week, attendance is highly important.

Missing only one class causes you to miss an important fraction of the semester.

Attendance, however, is not participation and attending a class does not count towards

participation, while not attending counts against it. Only documented University-approved excusable absences will not be taken into account.

3. Experiential Exercises.

We will have a couple of experiential exercises during the course of the semester. You will assume a role embedded in a particular culture. “Buying” into your role is **very important** for the success of the simulation. We will talk more about it as the time comes. Some people may be asked to act as observers instead of assuming a role. Be aware that attendance during the days in which we have a simulation is EXTREMELY important. This simulation is group-based and will not be able to be recreated at another time. In order to make sense of the simulation, you will write your experience in a short journal. This will allow you to make sense of your experience as a team member or as an observer of a particular group. You will be provided with a few specific questions to answer in your journal after the first simulation.

4. Research Project and Presentation

Group work will consist of 1) a presentation (worth 20 points), 2) a presentation evaluation, and 3) development of country reading questions & current events. 2 & 3 together are worth 5 points.

1) Group presentation. 20 Points. You can select from two topics:

a. Research the culture and current managerial environment of a particular country in which the group is interested. This should NOT be a country that we will study during the semester (from the Gannon book). There are plenty of other countries to choose from. Apply the cultural facts to cross-cultural management topics.

b. Research the operations of a multinational enterprise (of any nationality) of your choice. Investigate one or more aspects of interest to cross-cultural management. For example, you may research international strategy and structure, labor issues, or joint ventures. This could be a case story (e.g. a cross-cultural management problem of an organization, and how they dealt with that problem)

Plan for a 20-minute oral presentation and 5-10 minutes for questions and answers. Not all group members have to present.

You are free to select your own group members. All group members will receive the same grade for the project/presentation. If there is a conflict regarding one person loafing, all the other group members should provide me with a written description of the event and recommended course of action, including an estimate of effort in a 0-100 scale. The final outcome of such as event depends on the discretion of the instructor.

The following are a few guidelines that will help you have a better presentation and a better grade.

1. Acknowledge your audience: The class is your audience, not the instructor. Therefore, the content of this presentation should appeal to the class. There are two goals for this presentation. The first goal is for the group to develop research and presentational skills and to learn a nation/culture in depth. The second goal is that the class learns something interesting and useful, and important. Therefore, you must be aware of what could be considered common knowledge for your audience.

2. Be Relevant: How relevant is your topic for this class, at this time? Make sure that your topic covers something that is interesting, useful, and important. Presentation time is of high importance for the rest of the class, and this can only happen if the group brings something for the rest of the class to think about. Make sure the presentation answers the question: So what?

3. Do the research. Google and wikipedia are good places to start, but (referring to #1), anybody in your audience can do that and get an answer in 15 minutes. Use your library (including the librarians, who work for all of us). There is a wide array of printed material on these themes, and librarians can also help with internet research.

3. Be Clear and Professional. Make sure your presentation is of high quality and understandable. I expect the group to take this seriously and attempt to do an excellent job. The class should be able to understand, enjoy, and get involved in the presentation. This can ensure that the information can be used (for practice or for thought).

4. Work together. Some of the best presentations your instructor has seen reflect that people knew their subject as a whole. Some of the worst presentations your instructor has seen reflect that people divided work one day and never saw or talked to one another until the day of the presentation.

5. Practice. Then practice again, and again. This is self-explanatory.

6. Talk to your instructor. Yes, if needed, your instructor can help, answer questions, and even take a look a draft of the material a few days before the actual presentation.

2) You are required to evaluate another group's presentation. The purpose of this critique is to help one another develop presentational and analytical skills. This may or may not affect the grade of the other group. The following is a possible tool to help the critique.

Using a scale from 1 to 5, where 5 is best, record to what extent the presentation had the following qualities.

Unclear	1	2	3	4	5	Clear
Dull	1	2	3	4	5	Interesting
Unprofessional	1	2	3	4	5	Professional
Irrelevant	1	2	3	4	5	Important

1. In terms of content, was the group able to identify and cover the main issues related to their selected topic? Not at all, To some extent, Almost all of them, Absolutely
2. Did the presentation reflect that the group worked together and members were able build upon each other's skills? Not at all, To some extent, For the most part, Absolutely
3. Was the presentation given in a way that was visually and audibly appealing (if applicable), and understandable? Not at all, To some extent, For the most part, Absolutely
4. Did the group miss anything in terms of issues or important themes? If so, what?
5. What recommendations would you give to the group or individual members to help them become better at problem solving, critical thinking, or presentational speaking?

3) As a group, you are required to come up with a few discussion questions for one of the nations we discuss and to familiarize yourselves with current events for the nation. There is nothing to submit. The purpose of this is to encourage better discussion.

Some Relevant University Rules

Sexual Harassment

Sexual harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the University and threatens the careers, educational experience, and well being of students, faculty, and staff. The University will not tolerate behavior between or among members of the University community which creates an unacceptable working environment.

Attendance

A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. An incomplete is not given unless you prove to the instructor that you were prevented from completing course requirements for just cause as indicated above.

A more detailed description of the Incomplete Policy may be found in UWM Selected Academic and Administrative Policies, Policy #S-31 and UWM Faculty Documents #1558 and #1602. Also, a description of this policy may be found in UWM Schedule of Classes.

Finances

The submission on your registration form and your subsequent assignment to classes obligates you to pay the fee-tuition for those classes or to withdraw your registration in writing no later than . . . (date specified in the schedule of classes). It is important to both you and the University that you make payment on time.

A complete description of UWM fee policies may be found in the Schedule of Classes.

Participation by Students with Disabilities

If you need special accommodations in order to meet any of the requirements of this course, please contact me as soon as possible.

Accommodation for Religious Observances

Students will be allowed to complete examinations or other requirements that are missed because of a religious observance.

Academic Misconduct

Student academic misconduct procedures are specified in Chapter UWS 14 and the UWM implementation provisions (Faculty Document 1686). A combined set of these UW System and UWM procedures is attached.

Academic misconduct is an act in which a student seeks to claim credit for the work or efforts of another without authorization or citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student's academic performance, or assists other students in any of these acts.

Prohibited conduct includes cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

An instructor who believes a student has engaged in academic misconduct first discusses the matter with the student. Following the meeting, if the instructor concludes that misconduct occurred, the instructor may impose a sanction of reprimand, a repeat assignment, lower or failing grades for the assignment or course, or removal from the course. All sanctions may be appealed to a hearing committee.

An instructor who considers the misconduct to be serious enough to warrant probation, suspension or expulsion makes such a recommendation to the appropriate investigating officer (IO) who is an appointee of the dean in the student's school or college. If after discussions with the student the IO agrees with the instructor's recommendation, a hearing is scheduled before the academic misconduct hearing committee corresponding to the student status (undergraduate or graduate). Relative to such hearings students have a right to a written notice of the alleged offense and sanction sought, to question adverse witnesses, to be heard and present evidence, to be represented and obtain a record of the hearing at student expense and to a written decision and a copy of all applicable procedures. Students who are suspended or expelled by a hearing committee may appeal to the Chancellor.

Suspensions and expulsions bar enrollment at any campus in the UW System. Students may petition for readmission after half of the suspension period, in the case of suspensions, or one year in the case of expulsions.

Records of all disciplinary actions are maintained by the Dean of Students.

Complaint Procedures

Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.

Grade Appeal Procedures

A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School.

A more detailed description of the grade Appeal Policy may be found in UWM Selected Academic and Administrative Policies, Policy #S-28 and UWM Faculty Document #1243.

SCHEDULE (subject to change)

Date	Topic and Required Reading
1. Sep 7	Introduction to the course.
2. Sep 14	Hodgetts Ch. 1 (Globalization and Current Developments) Gannon 1 (Metaphors) Case: Colgate's distasteful toothpaste (p. 77)
3. Sep 21	Hodgetts Ch. 4 (Meaning and Dimensions of Culture) Gannon 16 (United States) Case: A copy shop goes global (p. 509)
4. Sep 28	Hodgetts Ch. 5 (Managing Across Cultures) Gannon 15 (France) Case: Euro Disneyland (p. 216)
5. Oct 5	Exam I (Hodgetts, 1, 4 & 5. Gannon metaphors, USA and France) Gannon 21 (Japan) Case: Wal-Mart's Japan Strategy
6. Oct 12	Hodgetts Ch. 6 (Organizational Cultures and Diversity) Gannon 27 & 28 (China and overseas Chinese, (groups 7 & 8 responsible for Q & CE)
7. Oct 19	Hodgetts Ch. 7 (Cross-Cultural Communication and Negotiations) Gannon 23 (Mexico, group 6 responsible for Q & CE) Case and Simulation: Corning and Vitro (p. 211 & 553) <i>We will conduct the negotiation with 20 minutes for Negotiation 1 and 30 minutes for Negotiation 2</i>
8. Oct 26	Exam II (Hodgetts 6, 7, Gannon Japan, China (2), and Mexico) Hodgetts Ch. 10. (Managing political risk, government relations, and alliances.) Simulation: ("Frankenfoods" or rice bowl for the world: The U.S. – E.U. dispute over trade in genetically modified organisms, p. 547)
9. Nov 2	Hodgetts Ch. 3 Ethics and Social Responsibility Gannon 31 (Sub-Saharan Africa) (group 5 responsible for Q & CE) Case and Exercise: Pharmaceutical companies, Intellectual Property, and Global AIDS epidemic (p. 82)
10. Nov 9	Hodgetts 14: Human Resource Selection and Development across Cultures Gannon 25: Spain. (group 4 responsible for Q & CE) Case: Case of the floundering expatriate (HBSP)

Presentation 1 & 2

11. Nov 16 **Exam III (Hodgetts 3, 10, 14. Gannon: Spain, Africa)**
Hodgetts 12. Motivation across Cultures
Gannon 4: India (group 3 responsible for Q & CE)
Presentations 3 & 4

Thanksgiving

12. Nov 30 Hodgetts 13. Leadership across Cultures.
Case: Lord John Browne and BP's Global Shift (p. 515)
Gannon 7: Brazil (group 2 responsible for Q & CE)
Presentations 5 & 6

13. Dec 7 Hodgetts 15: Labor relations and Industrial Democracy
Gannon 10: Germany (group 1 responsible for Q & CE)
Case: Chiquita's global turnaround (p. 521)
Presentations 7 & 8

Thursday December 14 is a University study day

14. Dec 21 **Exam IV (Hodgetts 12, 13, 15, Gannon Brazil, Germany, India)**