

San José State University
Lucas Graduate School of Business
BUS 268 MANAGING ACROSS CULTURES
Section 04, Code 23346
SPRING 2018, Session A

Course and Contact Information

Instructor: Joyce Osland

Office Location: Business Tower 360

Telephone: (408) 924-3583 (Canvas email is preferred as I rarely check this voice message if I am not on campus)

Email: joyce.osland@sjsu.edu

Office Hours: Wednesdays 4:45-5:45 pm in BT360 and by appointment

Class Days/Time:
Wed 1/24, 6-10pm
Wed 2/7, 6-10pm
Wed 2/21, 6-10pm
Wed 2/28, 6-10pm (Final Exam)

WED-SAT 3/14-3/17, 9:00am-5:00pm
Please note the 4 solid days of class during the German exchange in March

Classroom: BBC TBA (Wednesday night classes)
March 14-17th at the Lucas Business Complex, 2933 Bunker Hill Lane, Santa Clara

Course Format

Cultural Exchange

One purpose of this course is to expose you to as many cultures as possible by including students from other countries, which allows you to work in multicultural teams. This year we will have German masters students in International Human Resource Management joining in our GLLAB module from Wednesday – Saturday **March 14-17th, 9:00am -5:00 pm at the off-campus MBA facility (2933 Bunker Hill Lane).** I hope you will join me in making these students welcome and taking full advantage of this opportunity.

The methodology includes a mix of lectures, cases, experiential exercises, group projects, and skill-building exercises. The most effective method for teaching leadership skills and cross- cultural sensitivity is via experiential exercises that will utilize the Global Leadership Lab (GLLab) teaching methods. 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 have to come prepared, be physically and mentally present, 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 – relevant examples
- 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.

Canvas Web Page

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor) to learn of any updates.

Course Description

This course is a comprehensive foundation for understanding, managing, and successfully interacting in the multi-faceted, culturally-embedded contexts of multinational firms. It is designed for students who wish to prepare themselves for global work; the content and skills are very important given today's global economy and diverse work force. Students who master the course material will never have to worry about being viewed as an "Ugly American" or an "Ugly ____ (fill in the blank)." The first section of the course is geared toward understanding country-specific knowledge and how it impacts business practices and management. The second portion of the course focuses on cultural understanding and competence, global leadership skills, and expatriate selection and management. Throughout the course, you'll observe differences in business and management in various countries to help develop a global mindset.

Global Leadership Laboratory (GLLab):

Most of the course consists of GLLab modules. The lab is the training arm of the Global Leadership Advancement Center in the College of Business. The lab employs a variety of assessment tests to provide personal feedback on competency modules and emphasizes skill development. The lab allows you to develop skills in cross-cultural management and global leadership that are becoming increasingly important in our globally connected business world. You'll have multiple opportunities to practice your skills and receive constructive feedback about how to work effectively across cultures. This session is very interactive and

lends itself to a workshop format that allows us the time needed for sophisticated simulations and skill building. For that reason, we use a week-long, full-day schedule. Professionals and professors sometimes ask to see the GLLab in action, so we may have observers. If so, feel free to take advantage of their expertise and please make them welcome.

Learning Outcomes (Required) and Course Goals (Optional)

Course Learning Outcomes (CLO)

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

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

Required Texts/Readings

Textbook

Management Across Cultures by R. Steers, L. Nardon, & C. Sanchez-Runde (2016).

paperback: ISBN 978-1-316-60403-8. Please note this is the third edition. Do not buy the second edition (it is not as good).

Other Readings

Additional readings located on Canvas.

Library Liaison and Course Guide website

<http://libguides.sjsu.edu/bus162>

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Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

The scheduled course contact hours are in compliance with the required course credit hours (<http://info.sjsu.edu/web-dbgen/narr/catalog/rec-13692.14082.html>) and the required course culminating experience (<http://info.sjsu.edu/web-dbgen/narr/catalog/rec-13692.14089.14090.html>).

GRADED ASSIGNMENTS:

1. Assessments and Reflections (10 points)

A key aspect of career development and leadership is self-awareness and knowing your strengths and weaknesses. To prepare you for the business world, you will be asked to complete several assessment instruments that will provide you with personal feedback. All assessments are taken online early in the course, with the exception of the evaluation survey which is done online after the GLLab. You will receive instructions in the beginning of the semester. Please take the surveys immediately and carefully observe the due dates; some results are based on your whole group and have to be printed for you. You will be asked to print out or take a screen shot of the globesmart assessment and bring your results to class. **The results of these instruments do not determine your grade, so be painfully honest when you fill them out.** You are graded, however, on whether you complete them and do so on time and on how well you use them for self-reflection. Your reflections, uploaded on Canvas, should discuss your reactions and learnings from your assessment results and how you will put them to use.

2. Participation and Homework (5 points)

The criteria for class participation is the quality (rather than quantity) of 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 the assigned readings on CANVAS, 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. **Being punctual** and taking full advantage of the 4-day GLLab experience is also a requirement to earn these points.

Part of your homework will be to present an assigned chapter in class.

NOTE that University policy F69-24 at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

3. Personal Development Plan (10 points)

The Personal Development Plan (PDP) asks you to build on the assessments and other course feedback to analyze your strengths and weaknesses and create an action plan for continued improvement

4. Country Assignment: Team Project (usually 4 students per team) (30 points)

You will be put into small multicultural teams and given your assignment. The instructions will be described in detail on CANVAS. Part of it involves finding credible, academic sources of information (not people from that country, tourist guides or consultant websites) and citing sources correctly; do not rely solely on our textbook or readings. There is also a video component to this assignment. Your team task is to create an original informational, creative and entertaining video that provides information about how to manage people in a particular country. This 15-minute video should be submitted on Canvas. The video will be graded on: creativity, value of the depth of the content, clarity, organization, and usefulness

to business people. Do not plagiarize or steal creative ideas. **Be prepared to play your video during the GLLab days.**

This assignment is also an opportunity to practice your multicultural team skills. Fill out the Getting Organized form on CANVAS for your team and send it to me by the due date.

5. Expatriate or Repatriate Interview (10 points)

In this individual assignment, your task is to find and interview either an expatriate or repatriate **business person** who has worked/is working overseas. Their nationality does not matter, 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 provide you with personal exposure to expatriate and repatriate issues. The interview questions are located on CANVAS. Take good notes so that you can include their actual answers under each question. Don't forget to write your own answers to the integrative questions at the end. Relate knowledge and research findings from Chapters 1, 3 and Chapter 11 to your interview and cite them correctly (APA format).

6. Final Exam (25 points)

You will receive a study guide and more information on the final exam format.

7. Personal Development Final Report and Weekly Progress Emails (10 points)

This assignment includes your weekly progress reports reflection on your PDP submitted to CANVAS, your contributions to the CANVAS discussions based on your thoughts, insights and lessons related to the course, and a 2-page report on your PDP progress submitted at the end of the course, after the GLLab with the German students. The weekly PDP progress reflections will be graded primarily on presence or absence. I will not be judging the quality of what you write (unless it's really vague or slapdash). I'm more interested in helping you learn the habit of accountability for your personal development.

Grading Policy and Schedule

Description	Point Value	Due Date
1. Assessment Measures and Reflections completed on time	10	Finish assessments by January 31. Watch the GCI video on Canvas <u>before</u> downloading your results. Turn in a hard copy or upload a screen shot of your Globesmart results in your reflection. Upload all reflections on Canvas by February 7th
2. GLLab Participation & Homework	5	4-day GLLab, March 14 th - 17 th
3. Personal Development Plan	10	Monday February 12th (Upload on Canvas)

4. Country Assignment	30	Report – March 7th Training video – March 13 th ; be prepared to project a copy during the GLLab
5. Interview Assignment	10	February 21
6. Exam	25	February 28
7. Personal development plan final report	10	Weekly progress reports 2/19-3/12 Final report - March 19

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

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Classroom Protocol

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 file in case my dog eats your paper. Do not email me your assignments unless I have given you permission to do so (Submit: Canvas AND Hard copy).

Academic integrity

I expect that you will not cheat or plagiarize and have a zero tolerance policy on these issues.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbggen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>.

Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, handouts, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center \(AEC\)](http://www.sjsu.edu/aec) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union.

Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Writing Center (Optional)

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to



scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

Lucas College and Graduate School of Business Mission

We are the institution of opportunity in Silicon Valley, educating future leaders through experiential learning and character development in a global business community and by conducting research that contributes to business theory, practice and education.

MBA Program Goals: (Not all program learning goals are covered in every course)

Goal One: Business Concepts

Develop a strategic level understanding of the key functions of business including marketing, accounting, finance, and organizational behavior.

Goal Two: Analysis and Decision Making

Understand decision making methods including decision trees, expected value, risk and uncertainty, and the value of information.

Goal Three: Cultural and Ethical Awareness

- 3a. Understand the major issues facing multinational corporations in the management of their international operations—particularly those of an intercultural nature.
- 3b. Explain the ethical, legal, and social consequences that ensue when ethics and the law are disregarded in favor of other objectives.

Goal Four: Leadership and Teams Skills

Comprehend the factors that contribute to effective leadership of teams and understanding of the skills and behaviors necessary to be an effective team member.

Goal Five: Global Change and Dynamics

- 5a. Demonstrate an ability to understand and adapt to global market changes
- 5b. Demonstrate an ability to integrate knowledge and develop innovative solutions to remain competitive given industry dynamics (strategic integration).

Goal Six: Communication Skills

- 6a. Demonstrate an ability to plan, prepare, organize, and present effective oral presentations.
- 6b. Demonstrate the principles and processes of effective written communications.

Lucas College and Graduate School of Business Policies:

To ensure that every student, current and future, who takes courses in the Boccardo Business Center has the opportunity to experience an environment that is safe, attractive, and otherwise conducive to learning, the College of Business at San José State has established the following policies:

Eating:

Eating and drinking (except water) are prohibited in the Boccardo Business Center. Students with food will be asked to leave the building. Students who disrupt the course by eating and do not leave the building will be referred to the Judicial Affairs Officer of the University.

Cell Phones:

Students will turn their cell phones off or put them on vibrate mode while in class. They will not answer their phones in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University.

Computer Use:

In the classroom, faculty allow students to use computers only for class-related activities. These include activities such as taking notes on the lecture underway, following the lecture on Web-based PowerPoint slides that the instructor has posted, and finding Web sites to which the instructor directs students at the time of the lecture. **Students who use their computers for other activities or who abuse the equipment in any way, at a minimum, will be asked to leave the class and will lose participation points for the day, and, at a maximum, will be referred to the Judicial Affairs Officer of the University for disrupting the course.** (Such referral can

lead to suspension from the University.) Students are urged to report to their instructors computer use that they regard as inappropriate (i.e., used for activities that are not class related).

Academic Honesty:

Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information about other unacceptable procedures in class work and examinations. **Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by Academic Senate Policy S04-12.**

Course Calendar – BUS 268 Managing Across Cultures:

This schedule is subject to change with fair notice via an announcement on Canvas or in person in class.

Dates	Topic	Readings & Assignments to Complete <u>Before Class</u>
1/24 Wednesday 6-10pm	Management: An Introduction Developing global competencies (Ch.1) Global Managers: Challenges and Responsibilities (Ch.2) Cultural Environments (Ch.3) Managing Global Teams (Ch.10)	Read Chapters 1-3, 10
2/7 Wednesday 6-10pm	Organizational Environments (Ch.4) Communicating across cultures (Ch.5) Leading Global Organizations (Ch. 6) Negotiating Global Partnerships (Ch.7)	Read Chapters 4-7
2/21 Wednesday 6-10pm	Managing Ethical Conflicts (Ch.8) Managing Work, and Motivation (Ch.9) Managing Global Assignments (Ch.11) Epilogue (Ch.12)	Read Chapters 8,9,11,12 Submit Interview on Canvas and be prepared to discuss in class
2/28 Wednesday 6-10pm	Final Exam	Work on country reports
3/14 Wednesday 9am-5pm	Globalization Global Leadership Decoding Culture	Read “Expert Cognition in Global Leaders” (Canvas)
3/15 Thursday 9am-5pm	Multicultural Teams Comparative Leadership & Code Switching	Read “In the Eye of the Beholder” (Canvas)
3/16 Friday 9am-5pm	Intercultural Competence Cross-cultural Communication	Read “Beyond Sophisticated Stereotyping” (Canvas)
3/17 Saturday 9am-5pm	Influencing Stakeholders Negotiation Simulation Submit Final PDP Report and complete GLLab Evaluation Survey by 3/19	Read “The Chinese Negotiation” (Canvas) Prepare Aracruz Simulation presentation