



## IB/MG 371 INTERNATIONAL AND INTERCULTURAL MANAGEMENT

IES Abroad Nice

### DESCRIPTION:

Working with and managing culturally diverse teams is more than ever a key competency in the increasingly global workplace. Understanding the ways other cultures conduct themselves in the public and private sphere, fosters more productive working conditions and greater intercultural understanding. This course seeks to develop students' intercultural awareness and knowledge as it applies to management. We will examine the concept of cultural intelligence and intercultural effectiveness. We will look at various cultural attitudes to work, time, trust, meetings, negotiations, motivation techniques, and hierarchy. Students will be asked to critically contemplate the link between language and culture, and the how the "cultural glasses" that we wear influences our perspective of norms, values and beliefs. Students will be expected to actively partake in discussions, case studies, and role-plays.

**CREDITS:** 3 credits

**CONTACT HOURS:** 45 hours

**LANGUAGE OF INSTRUCTION:** English

**PREREQUISITES:** None

### METHOD OF PRESENTATION:

Lecture and field study

### REQUIRED WORK AND FORM OF ASSESSMENT:

- Midterm Exam - 20%
- Final Exam - 20%
- Intercultural Introspection Paper - 10%
- Presentations throughout the course: Article critiques, Consultant report, etc. - 15%
- Expatriate Interview Transcript and Content Analysis - 15%

### IES Assessment Action Plan and Intercultural Introspection Paper:

- During the course of the semester, students should keep a log in which they describe their 'adaptation' to life abroad. These logs serve as the students' field notes in which they describe, reflect and relate their intercultural experience to the concepts studied throughout the course of the semester. The logs should NOT be just a diary of where you traveled and what you did, as they should be critical and reflective.
- Each field note entry should be detailed, including the date, and be approximately 1 (typed) page in length. You should write your thoughts and descriptions of any observations or instances which you feel are notable; please avoiding stereotypes or generalizing.
- Upon completion of 8-10 separate dated field notes, you should incorporate a culminating four-page summary in which you underscore the main themes from your field notes concerning culture, integration, and adaption abroad (and or any other noteworthy themes which surface). The professor will provide students with a list of possible integration activities for adaptation to Nice.

### In class Presentations: Consultant Presentation, Article Presentations:

- During the semester, each student will be assigned a country to present to the class in terms of work, life and culture. Students should prepare a 10-minute presentation on that country which includes the main aspects of doing business, as well as organization of the society. The presentation should be descriptive as well as critical and should include an overview of Hofstede's dimensions, as well as any noteworthy aspects of living and doing business in the chosen country.
- We will be looking at various research in multicultural management. You will be invited to present an article from 1 of the HBR essential readings in Managing Across Cultures on Moodle (located in the HBR folder). Your presentation should be approximately 10 minutes, in which you highlight the main components of the article and give your personal and informed



opinion about it, as well as inviting discussion around the article. Please remember to be CRITICAL—it is one of the underlying goals of higher education. The grading rubric will look at how you engage your audience in manner that is professional, interesting and informative.

**Expatriate Interview:**

- During the course of the semester, you are required to find and interview an expatriate (or a French person who has lived or worked abroad) about their experience and adaptation while abroad. The interview should last approximately 15 minutes. All interviews should be recorded. After recording the interview, it is necessary to type the transcript, which will be used in class for a workshop. Content analysis will be then be conducted individually and with peers to see what potential themes arise. Following the expatriate in class workshop, you will type a 2 page summary of the themes that came about as a result of your interview. The professor will assist students in formulating their interview protocol.

**Written Article Summaries and Participation:**

- You will select two OTHER articles from the syllabus (which are different than the one you present orally). In these 2-3 page summary, you should provide your informed and critical opinion of the author’s assertions in the article. You will give these to the professor on two separate dates indicated on the syllabus.

**Midterm Exam:**

- The midterm exam will cover all concepts covered within the first half of the course. Students may be given various articles and case studies and will be asked to critically comment on and apply their knowledge of theoretical tenets within the multicultural management field.

**Final Exam:**

- The final exam will cover concepts covered after the midterm exam. Students may be given case studies to read, analyze and apply their knowledge of theoretical tenets within the multicultural management field.

**LEARNING OUTCOMES:**

By the end of the course students will be able to:

- Understand the main theoretical frameworks in the field of intercultural management;
- Identify and comprehend the key theoretical perspective in the intercultural management field;
- Understand the concept of cultural intelligence, and global leadership as well as their value when conducting business with international and cross-cultural teams;
- Identify issues such as different notion of time, motivation, ambiguity, and hierarchy, which influence cross-cultural communication and management;
- Apply the concepts covered to various case studies and situations;
- Improve professional communication skills with people from various cultures and environments;
- Articulate ideas clearly and coherently in written work and presentations;
- Conduct exploratory research though conducting and transcribing an interview and doing initial coding of themes.

**GRADING SCALE:**

Percent	Letter Grade
93-100	A
90-92.9	A-
87-89.9	B+
83-86.9	B
80-82.9	B-
77-79.9	C+
73-76.9	C
70-72.9	C-
65-69.9	D
0-64.9	F



**ATTENDANCE POLICY:**

Regular class attendance is mandatory. Punctuality: Students you are late to class on a regular basis will also receive a reduction in their final grade. Students should notify the professor as well as the IES center staff if they are going to be absent from class. The office will not notify the professor for the student. Medical absences may be granted but require a doctor’s certification for the absence. Failure to attend the midterm and/or final exams will result in an “F” grade on that paper/exam.

**CONTENT:**

Week	Content	Assignments
<b>Week 1</b>	<p><b>Introduction</b></p> <ol style="list-style-type: none"> <li>1. Global Citizenship</li> <li>2. Founding tenets of Cultural Understanding</li> <li>3. Understanding France – understanding America</li> </ol>	<ul style="list-style-type: none"> <li>• Gannon, M. &amp; Pillai, R. (2013). Understanding Global Cultures. Chapter 15: French Wine. (pp. 227-246).</li> </ul>
<b>Week 2</b>	<p><b>In Town Field Study</b></p> <ol style="list-style-type: none"> <li>1. Culture, Beliefs, Values, Rituals</li> <li>2. Walking NICE “business” tour – Cours Saleya, MAMAC, Niçios culture, Promenade Heritage – UNESCO Museum</li> <li>3. Wear comfortable shoes/bring camera</li> </ol>	<ul style="list-style-type: none"> <li>• Molinsky, A. 2013. Global Dexterity Chapter 1 &amp; 2 (pp. 1-41)</li> <li>• Bennis W. &amp; R. Thomas (2002) The Crucibles of Leadership. HBR</li> </ul>
<b>Week 3</b>	<ol style="list-style-type: none"> <li>1. Cultural Intelligence – Definitions and perspectives</li> </ol>	<ul style="list-style-type: none"> <li>• Earley, C &amp; E. Mosakowski 2004/2016. Cultural Intelligence, HBR</li> <li>• Middleton, J. (2014). Cultural Intelligence Chapter 3: Developing your CQ: Core and Flex (pp. 51-73)</li> <li>• Intelligence in a Global Era-Interview with Julia Middleton, The Guardian</li> </ul>
<b>Week 4</b>	<ol style="list-style-type: none"> <li>1. Cultural Assessments – COMPUTERS NEEDED. You will take the Cultural Intelligence Assessment and write in your action plan for the semester</li> <li>2. Comparing Cultures</li> </ol>	<ul style="list-style-type: none"> <li>• Dumerz, Belbin et al (2012). CCMT On reserve. Ch. 1 pp. 5-45</li> <li>• HBR Case study: Leading Across Cultures at Michelin (A)</li> </ul>
<b>Week 5</b>	<ol style="list-style-type: none"> <li>1. Multicultural Management Research</li> <li>2. Leadership</li> </ol> <p>* Homework for week 6 – take a portrait of a person with a camera *</p>	<ul style="list-style-type: none"> <li>• Dumerz, Belbin et al. (2012) CCMT Ch. 2 pp. 53-79</li> <li>• Hofstede, G, (2011). Dimensionalizing Cultures : the Hofstede model in Context- Online readings in Psychology and Culture)</li> <li>• Drucker, P. (1999). Managing Oneself. HBR (pp. 1-10).</li> <li>• Roberts, Spreitzer et al. (2005). How to Play Your Strengths. HBR. (pp. 1-6).</li> </ul>
<b>Week 6</b>	<ol style="list-style-type: none"> <li>1. Culture and World Perspectives</li> <li>2. First written critique due on either:</li> </ol>	<ul style="list-style-type: none"> <li>• Dumerz, Belbin et al. (2012). pp. CCMT. On reserve Ch. 3 pp. 81-113</li> </ul>

	<ul style="list-style-type: none"> <li>• Drucker, P. (1999). Managing Oneself. HBR (pp.1-10).</li> <li>• Roberts, Spreitzer et al. (2005). How to Play Your Strengths. HBR. (pp. 1-6).</li> </ul>	<ul style="list-style-type: none"> <li>• Meyer, E. (2014). The Culture Map. (pp. 107-112).</li> <li>• Fall, Kelly, MacDonald et al. (2013). Intercultural Communication and EI in Higher Education: Preparing Business Students for Career Success. Business Communication Quarterly 76 (4) pp. 412-426.</li> <li>• Case Study: Nohria, N. (2009). From Regional Star to Global Leader. HBR (pp. 33-39).</li> <li>• (Recommended) Hofstede, G. (2010). He, She, and (S)he in Cultura and Organizations, pp. 135-185.</li> </ul>
<b>Week 7</b>	<b>MIDTERM EXAM</b> <ol style="list-style-type: none"> <li>1. Cultural Dimensions, People and Perspectives</li> <li>2. Alpha Omega Activity</li> </ol>	<ul style="list-style-type: none"> <li>• Trompenaars, F &amp; Woolliams, (2011). Lost in Translation, HBR Reader pp.129-139.</li> </ul>
<b>Week 8</b>	<ol style="list-style-type: none"> <li>1. Ethics and Trust in Multicultural Management</li> <li>2. We will discuss EXPATRIATE INTERVIEWS today – they are due in class on week 10</li> </ol>	<ul style="list-style-type: none"> <li>• Dumerz, Belbin et al. 2012 (117-145)</li> <li>• Donaldson, T. Values in Tension, Ethics Away from Home, (1996/2016). HBR Reader (pp. 85-102).</li> <li>• **Case study: (2016) Conflict, Competitiveness, and Intercultural Conflict in QATAR</li> </ul>
<b>Week 9</b>	<ol style="list-style-type: none"> <li>1. Culture and Time</li> </ol>	<ul style="list-style-type: none"> <li>• Dumerz, Belbin et al. 2012 pp. 147-166</li> <li>• Meyer, E. (2014). The Culture Map. Chapter 8: How Late is Late: Cross-Cultural Perceptions of Time. (pp. 219-241).</li> <li>• Grosse, C. (2011). Global Managers’ Perceptions of Cultural Competence. Business Horizons, (54) pp. 307-314.</li> <li>• Case study: Dietz, J., M. Goffin &amp; A. Marr. (2002) Red Cross Children’s Home: Building Capabilities in Guyana. (pp. 57-66). Ivey Management Services.</li> </ul>
<b>Week 10</b>	<ol style="list-style-type: none"> <li>1. Conflict Management in a Cross-Cultural Context</li> <li>2. Expatriate interview workshop in class – bring interview transcript and highlighters</li> </ol>	<ul style="list-style-type: none"> <li>• Dumerz, Belbin et al. 2012 pp. 169-197</li> <li>• Ayan, Z., R. Kanungo &amp; M. Mendonca. Organizations &amp; Management in a Cross-Cultural Context. (pp. 100-136).</li> <li>• Case study: Adler, G., Ready, D.A., Schneider, S. &amp; F. Trompenaars (2009). The case of the floundering expatriate. HBR (pp.102-109).</li> </ul>
<b>Week 11</b>	<ol style="list-style-type: none"> <li>1. Trust: Relationship-based versus Task-based Cultures</li> <li>2. Second part of course: Guest Speaker: Kathleen Jones, founder of international</li> </ol>	<ul style="list-style-type: none"> <li>• Dumerz, Belbin et al. 2012 pp. 199-224</li> <li>• Meyer, E. (2014). The Culture Map : Chapter 6 The Head or the Heart, ( pp. 163-194).</li> <li>• Case Study: (2013) Levendary Café: The China Challenge.</li> </ul>

	<p>consulting firm Etiquette and Decorum  <a href="http://www.etiquetteanddecorum.com">www.etiquetteanddecorum.com</a></p> <p>3. Your expatriate interview transcript plus 2-page types summary of content analysis of prominent themes due today.</p>	<ul style="list-style-type: none"> <li>Gao, G. &amp; S. Ting-Toomey (1998). Communicating Effectively with the Chinese, (pp. 69-86).</li> </ul>
<b>Week 12</b>	<ol style="list-style-type: none"> <li>Organizational Culture</li> <li>Second critique due today on an article of your choice.</li> </ol>	<ul style="list-style-type: none"> <li>Dumerz, Belbin et al. 2012 pp. 227-252.</li> <li>Meyer (2015). When Culture Doesn't Translate. HBR</li> <li>Hong, H &amp; Y. Doz, (2013). L'Oreal Masters Multiculturalism, HBR Reader case study</li> <li>Tang, A. (2017). World's Largest Starbucks Opens in Shanghai. NYT</li> </ul>
<b>Week 13</b>	<ol style="list-style-type: none"> <li>Global Leadership</li> <li>Intercultural introspection papers due in class today</li> </ol>	<ul style="list-style-type: none"> <li>Adler, N &amp; J. Osland. 2016. Women Leading Globally. Advances in Global Leadership (pp.15-56).</li> <li>Caligiuri, P. &amp; I. Tarique. (2012). Dynamic Cross-cultural competencies and global leadership effectiveness. Journal of World Business.</li> <li>Reiche, S. A. Bird, M. Mendenhall &amp; J. Osland. (2016). Contextualizing Leadership: a typology of global leadership roles. Journal of International Business Studies (pp. 217-237).</li> </ul>
<b>Week 14</b>	<ol style="list-style-type: none"> <li>Reassessing – bringing it all back together.</li> </ol>	<ul style="list-style-type: none"> <li>Caligiuri, P &amp; I. Tarique (2016). Cultural Agility and International assignees' effectiveness in Cross-cultural interactions. International Journal of Training &amp; Development (20): 4 pp. 280-289.</li> </ul>
<b>Week 15</b>	<b>FINAL EXAM</b>	

**REQUIRED READINGS:**

- Dumerz, Belbin et al. 2012. Cross Cultural Management Textbook, Lessons from the World Leading Experts. (there is a copy on reserve in the office)

**RECOMMENDED READINGS:**

- Brimm, L. (2010). Global Cosmopolitans: The Creative Age of Difference. Palgrave: New York.
- Gannon, M. & Pillai, R. (2013). Understanding Global Cultures: Metaphorical Journeys Through 31 Nations. London: Sage.
- Hall, E. (1959). The Silent Language. Library of Congress.
- Hofstede, G. (2010). Cultures and Organizations: Software of the Mind. New York: McGraw Hill.
- Kramsch, C. (1998). Language and Culture. Oxford: Oxford University Press.
- Meyer, E (2014). The Culture Map. Breaking Through the Invisible Boundaries of Global Business.
- Middleton, J. (2014). Cultural Intelligence: The Competitive Edge for Crossing Borders. London: Bloomsbury
- Molinsky, A . (2013) Cultural Dexterity. Cambridge: Harvard Business Review Press.