

San José State University  
Lucas Graduate School of Business  
**BUS 268 MANAGING ACROSS CULTURES**  
Section 09, Code 29671  
Section 27, Code 30420  
SPRING 2018

**Course and Contact Information**

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<b>Office Hours:</b>	Tuesdays 9:00-10:00 am, Thursdays: 5:30-6:00 pm before classes; or by appointment
<b>Class Days/Time:</b>	Tuesdays: 3/20; 4/3; 4/10; 4/17; 4/24; 5/1; 5/8 (online); 5/15 6-10 pm Saturdays: 4/14 (Bunker Hill) and 5/12 (Boccardo Business Center #323 at SJSU campus) 2-6pm
<b>Classroom:</b>	Lucas Graduate Facility, 2933 Bunker Hill Lane, Suite 120, Santa Clara, CA 95054, Room TBA

**Course Format**

Please note that this course has two online sessions, and some students outside California will be taking it completely online. The methodology includes a mix of lectures, cases, experiential exercises, group projects, and skill-building exercises. **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 relevant personal experience or circumstance
  - 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.

### **Faculty Web Page and MYSJSU Messaging (Optional)**

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)." Throughout the course, you'll observe differences in business and management in various countries to help develop a global mindset.

### **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 advanced skills as a global leader.

#### **Required Texts/Readings**

1. *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 earlier editions.**
2. *Understanding Global Cultures*, Fifth edition (2013) by M.J. Gannon & R. Pillai. Los Angeles, CA: Sage. Paperback ISBN: 9781412995931 There is a 6<sup>th</sup> edition of this

textbook but the **5<sup>th</sup> edition is recommended** and the chapter #s in the course schedule pertain to the 5<sup>th</sup> edition.

3. Readings on Canvas.

### **Library Liaison and Course Guide website**

<https://libguides.sjsu.edu/internationalbusiness>

### **Library Liaison (Optional)**

Christa Bailey, [christa.bailey@sjsu.edu](mailto:christa.bailey@sjsu.edu)

### **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](http://www.sjsu.edu/senate/docs/S12-3.pdf) 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>).

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) 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.”

### **GRADED ASSIGNMENTS:**

#### **1. Analysis of Personal Culture (10 points)**

The purpose of this group assignment is to ensure that students understand the values of their own culture (subculture) and what it means to be American, Thai, Japanese, etc. Try to locate the foremost authorities on your culture (look for anthropologists, cross-cultural experts, country experts). Use reputable, published scholarly sources and don't rely solely the Internet. Don't wait until the last minute to do your research. Prepare a 1-2 page executive summary that includes: (1) your culture's key 7-10 values accompanied by behavioral examples in a table; and (2) an explanation of the internal logic of this culture. Use bullet points to list your research-based explanation for the internal logic of this culture. Answer this question: **Why** are these values so important? What occurred in the history of this culture (its political history, economic history, demographic composition, geography, etc.) that made these values acquire more significance than others? (This will be the most difficult part of the assignment.) Come prepared to share what you've learned.

## 2. Multicultural Team Assignment (30 points)

You will be put into multicultural virtual teams and assigned a project related to cross-cultural management within a specific country. The instructions will also be described in detail on CANVAS. Part of the assignment 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. The project will require a written report and a 15-minute training video. 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. 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. The purpose of this assignment is to increase your global knowledge and develop your multicultural team skills.

*Read and discuss Chapter 10 on global teams before tackling this assignment. Fill out the Getting Organized form on CANVAS for your team and send it to me by the due date.*

## 3. Expatriate or Repatriate Interview and Analysis (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 in Assignments 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 Chapter 2 and Chapter 11 to your interview and cite them correctly.

## 4. Reading Summaries (25 points)

For each class, you will write and upload on CANVAS a one/two-page summary of your assigned readings in the Gannon & Pillai book. You will bring 2 copies for classmates to class and be prepared to explain the chapter to classmates. The summary should follow this format:

- a. What is the country's metaphor and its components?
- b. What intrigued you most about this chapter?
- c. List the practical lessons that apply to business from the chapter

## 5. Final Exam (25 points)

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

6. **Global Leader Speaker** – Students are required to watch the Dan Warmenhoven speech found at [http://www.sjsu.edu/glac/Speaker\\_Series/](http://www.sjsu.edu/glac/Speaker_Series/)

## Grading Policy and Schedule

Description	Point Value	Due Date
1. Analysis of Personal Culture	10	4/10
2. Multicultural Team Assignment	30	Report – 5/10 Training video 5/12
3. Expatriate/Repatriate Interview	10	4/17
3. Readings Summaries	25	Weekly 4/10 – 5/4
5. Exam	25	5/15

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](http://www.sjsu.edu/senate/docs/F13-1.pdf) 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.

### Academic integrity:

**I expect that you will not cheat or plagiarize and have a zero tolerance policy on these issues.** You may not use dictionaries during exams.

## 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](http://www.sjsu.edu/senate/docs/S90-5.pdf) 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](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or

discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

### **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](http://info.sjsu.edu/static/catalog/policies.html) 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/](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, 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](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](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

## **Accommodation to Students' Religious Holidays (Optional)**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

## **Student Technology Resources (Optional)**

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 Peer Connections (Optional)**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living

Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

### **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 (Optional)**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> 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, ideally on the green sheet, 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 and/or in person in class.

Date	Topic and Submissions	Readings & Assignments to Complete Before Class
3/20 T	Management: An Introduction Developing global competencies Global Managers: Challenges and Responsibilities	<i>Management Across Cultures (MAC)</i> , ch. 1-2, <i>Understanding Global Cultures (UGC)</i> , ch. 16
3/27	<b>SPRING BREAK</b>	
4/3	Cultural Environments Understanding Cultural Metaphors <b>Start submitting reading summaries</b>	<i>(MAC)</i> ch. 3 <i>UGC</i> : ch. 1 (all); A: ch. 2, ch. 4; B: ch. 3, ch. 5
4/10	Managing Global Teams Managing Work and Motivation <b>Analysis of Personal Culture Due</b>	<i>(MAC)</i> ch. 9-10 <i>UGC</i> A: ch. 6, ch. 7; B: ch. 8, ch. 9
4/14 SAT 2-6 pm	Communicating across cultures Managing Intercultural Conflict	<i>(MAC)</i> ch. 5 <i>UGC</i> A: ch.10, ch. 12; B: ch. 13, ch. 14
4/17	Managing Global Assignments <b>Interview Assignment &amp; Analysis Due</b>	<i>(MAC)</i> ch. 11 <i>UGC</i> A: ch. 15, ch. 18; B: ch. 17, ch. 19
4/24	Organizational Environments Managing Ethical Conflicts	<i>(MAC)</i> ch. 4, 8 <i>UGC</i> A: ch. 20, ch. 23; B: ch. 21, ch. 24
5/1	Comparative Leadership Project Management	<i>(MAC)</i> ch. 6 <i>UGC</i> A: ch. 25, ch. 28; B: ch. 26, ch. 29 Reading, CANVAS Eye of the Beholder
5/8 ONLINE	Negotiation and Global Partnerships <b>Team Reports Due 5/10</b>	<i>(MAC)</i> ch. 7 <i>UGC</i> A: ch. 30, ch. 32; B: ch. 33, ch.34 Reading, CANVAS Chinese Negotiation
5/12 SAT 2-6 pm	Boundary Spanning Global Collaboration <b>Team Videos Due</b>	<i>(MAC)</i> ch.12 <i>Epilogue</i> A and B: ch. 35 <b>no reading summary required</b>
5/15	<b>Final Exam</b> Building Community & Social Capital Building Trusting Relationships	Fill out team peer evaluation forms