COURSE DESCRIPTION

In this era of globalization and international trade, it is important for firms to have people with the knowledge and skills required to compete successfully wherever these firms are doing business. For business students, a course in International Business – which covers such topics as international trade theories, modes of entering an overseas market (e.g., joint ventures, acquisitions, exporting), global capital markets and foreign exchange – should be a foundation. However, your success in international business will depend ultimately on your ability to work effectively with people from different cultures. Cultural differences are potential barriers to the implementation of any international business venture.

This course is intended to help you begin to develop the knowledge and skills that you will need as a global manager to succeed effectively in different cultural environments. Through the readings, cases and exercises, you will gain an appreciation for some of the issues that global managers face. While it would be impossible in this course for you to become an expert in understanding different cultures, you will learn some frameworks, concepts, tools and behavioral skills that you can apply in a global business setting. Through this course, you will also begin to develop a “global mindset” that will help to prepare you for a career that involves doing business globally.

COURSE MATERIALS


Plus: selected readings in the Course Documents folder (additional readings may be assigned during the term).

LEARNING GOALS AND OBJECTIVES

By the end of the course, you will have:

1. Gained an understanding of the influence of culture on work attitudes and behavior through various theories, frameworks and concepts for explaining culture and the role of culture in the work place.
2. A greater appreciation of what it means to have a global mindset, and the implications of having this mindset for working in today’s global business environment.
3. Developed an awareness of business and management practices in selected different cultures, and the types of situations and issues (including ethical issues) which global managers face when working globally.
4. Developed skills in communicating, working with, managing, and leading people from various cultures.
5. Learned some of the key strategic organizational issues that organizations face when globalizing and what they are doing to address these.

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**COURSE STRUCTURE AND FORMAT**

This course is a mixture of lectures, experiential exercises, case studies, class discussions, and group and individual assignments. It is important to understand cross-cultural management not only through the readings but also through experiential activities. There will be role plays, exercises and short simulations to help deepen your learning.

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**ACADEMIC INTEGRITY**

I do NOT tolerate cheating. Students are responsible for understanding the RU Academic Integrity Policy (http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf). I will strongly enforce this policy and pursue all violations. Don’t let cheating destroy your hard-earned opportunity to learn. See business.rutgers.edu/ai for more details.

All students are considered to be honest and ethical until proven otherwise. Ethical behavior is extremely important for managers and individuals in organizations. Cheating and plagiarism are violations of ethical standards. Any student who knowingly cheats or helps another violate these standards will be dealt with through one of the following, depending on the severity of the offense: points deducted from the assignment, loss of a letter grade from the course, receiving a “0” for the assignment, receiving an “F” for the course.

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**CLASS GROUND RULES AND EXPECTATIONS**

1. Arrive in class on time and remain for the entire class.
2. Laptops and tablets are allowed only for taking notes. Absolutely no surfing or looking at other sites during class discussions.
3. No eating except during breaks.
4. No reading of newspapers or other non-class related materials.
5. No headphones.
6. No side conversations or note passing.
7. Pick up after yourself at the end of class.
8. Turn off cell phones and other mobile devices.

While this is not a skills-based course, I believe that your learning, especially as a graduate student, can improve significantly if you are able to integrate, synthesize and apply the course work to “real-world” situations.

I will use Blackboard extensively throughout the term, so make sure you have access to it and that you check it regularly for announcements and for downloading course documents.

You are expected to act in a professional manner in all of your interactions related to this course, with your fellow students and with me. Professional social behavior, in terms of what is considered correct or unacceptable, is extremely important. Students who are rude, disrespectful, or impolite will lose participation points. In the event of a disagreement or misunderstanding, students must carefully follow
conflict management processes with the intent of clarifying issues instead of exhibiting anger and impatience.

My responsibility is to help you learn by teaching you concepts and ideas, answering your questions, serving as a resource, sharing my experience with you from my work in various corporate and country environments, challenging your thinking, helping you gain insights, drawing on your own experience and ideas, and helping you integrate what you are learning to your own work and career.

In addition to scheduled appointments, you can expect me to respond to your telephone calls and email messages within 24 hours during weekdays.

This syllabus is subject to change at the discretion of the instructor. It is the student’s responsibility to become aware of any announced changes and to note those changes in the syllabus.

- Cross-Cultural Country Presentation (Team) 33%
- Case Presentation (Team) 27%
- Interview with a Global Manager (Individual) 25%
- Attendance and Participation 10%
- Case Commentaries 5%

NOTE: At the end of the semester, students may be given the opportunity to evaluate their fellow team members. A poor rating could affect a student’s grade by up to minus 5%.

My grading policy – consistent with that of the Management and Global Business Department and the Business School in general - is not to give more than 30% As or A-s (and often less than that). This means that there may be a forced distribution in the class and your standing may be ranked relative to every other student at the end of the semester. A total grade of 93 and above will generally be considered an A, while a total grade of less than 80 will generally be considered a C or lower.

Cross-Cultural Country Presentation (33%)

Teams will be responsible for learning about a specific country in-depth and presenting this information to the class. Assume that you are a team of consultants working for a U.S. firm to help its expatriates prepare for international assignments in a country. Your team’s task is to conduct a “training” session that will be used to provide potential expatriates with useful information for living and working in that country.

Your team should draw on available research (with proper citations and references), as well as your own experiences. Your training package should include a Power Point presentation with a brief discussion or demonstration. You may also include handouts and other visual aids.

The presentation should include the following:

- A general description of the country (10%), i.e., its history, geography, economy and political system.
- A cultural analysis of the country (25%). The cultural roots of a country are reflected in its arts, literature and mass media. Select one form of art, literature or mass media to understand the culture of that country. Describe specific examples of this aspect of the culture. Then identify the underlying beliefs and values reflected in these aspects of the culture.
• The country’s business environment (25%), e.g., its receptivity to foreign investment, major imports and exports, prominent local businesses, and most important, how cultural values and beliefs impact the business environment.

• Recommendations for expatriates (aka the class) on what it will take for them to succeed in the country (40%). What are some dos and don’ts? What should they be aware of about the culture and about working within that culture? What should they try to avoid doing? Make sure this part of your presentation is highly interactive (e.g., through the use role plays, mini-cases, questions, video clips, etc.).

The presentation should last no longer than 45 minutes. Power Point slide decks for all presentations should be e-mailed to me no later than 24 hours before the date of the first set of presentations (December 2). The presentations should include an appendix of the list of references used.

Criteria for evaluation: quality of analysis and coverage of the outline (35%), application of course concepts (25%), creativity and originality (20%), clarity of delivery and teamwork (10%), quality of slides and lack of grammatical errors/typos (8%), quality of references (2%).

Each team will select a country from the following list: Argentina, Botswana, Brazil, Chile, Colombia, Denmark, Greece, Hungary, India, Indonesia, Italy, Jordan, Kenya, Mexico, Myanmar, Panama, Peru, Poland, Portugal, Saudi Arabia, Singapore, South Africa, South Korea, Spain, Sweden, Rwanda, Thailand, Turkey, United Arab Emirates, Vietnam. During our first class, teams will have an opportunity to select their countries.

Team Case Presentation (27%)

The same team will prepare a 40-minute presentation and discussion of its analysis of an assigned case using Power Point slides. The slides should cover the following while answering the case questions (see the list of questions at the end of this syllabus):

1. Statement of Problem. What is the primary problem, e.g., what needs to be solved, why is this a problem?
2. Background and Context. What is going on as the case begins, and what is important to know about the company’s history?
3. Identification and Analysis of the Key Issues and Root Causes. What has caused the problem and what are the underlying issues and root causes? It is especially important to use concepts from the course in your explanation.
4. Potential Solutions and Recommendations. What can be done to fix the problem? What are possible actions and what are the pros and cons of each one? What do you recommend and why?
5. Update on the company (if appropriate and available).

Each team is expected to e-mail me its presentation deck no later than 24 hours before the date of its presentation.

Criteria for evaluation: quality of analysis (40%); application of course concepts (30%); clarity and completeness of answers to case questions (20%); delivery and teamwork (5%); quality of slides, absence of typos and grammatical errors (5%).

Interview with a Global Manager (25%)

Each student will interview a business manager who has worked overseas. Nationality is not important; what is important is that this person has lived and worked in a country other than his/her own for at least a year. Suggested interview questions will be provided. The deliverable will be a written report (double-
Certification for evaluation: quality of analysis and insights – report is well-organized and coherent, good story and flow and not just random thoughts, thoughtful take-aways (40%); application of course concepts (30%); adherence to outline and coverage of questions (20%); quality of writing and grammar (10%).

Attendance and Class Participation (10%)

Since my lecture and discussions are based on the text, you are expected to read the assigned chapters and cases before coming to class in order to be prepared for in-class activities. Expect me to prepare properly for each class session as well.

I intend to attend all class sessions, and I expect the same of you. You must notify me via e-mail at least 24 hours in advance if extraordinary circumstances prevent you from being in class. If absent, you will be responsible for submitting assignments on time and for obtaining the class notes. It is especially important that you be present for your team presentations.

I will take attendance at each class. It is up to you to make sure you have been recorded on the roster. Every two unexcused absences (including leaving class early) will reduce your attendance grade by one point. Complete attendance with no unexcused absence = 5 points.

It is important for you to engage actively and participate in the class discussions. Much of the learning in this course depends on the discussions that take place during the classroom, and with the quality of insights that you provide. There will be many opportunities for you to do this – through questions I will pose, cases we will discuss, group activities, and individual assignments. At the very least, I expect you to listen without distraction. This means turning off your cell phones and tablets, and closing your laptops (except for taking notes)! I also expect you to raise your hand occasionally, either to respond to my questions or other students’ comments, or to volunteer information or an observation. Full participation and engagement = 5 points; moderate participation = 3 points; minimal participation with missing assignments = 1 point.

Case Commentaries (5%)

For the cases where you are not presenting, you are expected to fill out a brief commentary on your reactions to and reflections about the case presentations. There will be no make-ups for these commentaries; you will have to be present in class to submit your responses. See Blackboard for the Commentary form to be used.
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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings/Assignments/Cases</th>
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<tbody>
<tr>
<td>1</td>
<td>9/3</td>
<td>Globalization; The Global Manager</td>
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<tr>
<td></td>
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<td>Text: Chapter 1</td>
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<tr>
<td>2</td>
<td>9/10</td>
<td>Intercultural Effectiveness in International Management</td>
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<td>Text: Chapter 2</td>
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<td>Case #1: From Regional Star to Global Leader (in Course Documents folder)</td>
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<td><strong>Country selection by team due in class</strong></td>
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<td>3</td>
<td>9/17</td>
<td>D-I-E Model; Mapping Cultures</td>
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<td>Reading #1: Cultural Intelligence</td>
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<td></td>
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<td>Case #2: Monsanto Europe (pp. 119-133)</td>
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<td><strong>Deadline for completing CPQ on-line assessment (to be discussed in class)</strong></td>
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<td>4</td>
<td>9/24</td>
<td>Mapping Cultures (cont.); CPQ Results Discussion</td>
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<td>Reading #2: How to Say “This is Crap” in Different Cultures</td>
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<td>5</td>
<td>10/1</td>
<td>The MBI Model for High Performance</td>
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<td>Reading #3: How to Adapt to Cultural Changes</td>
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<td>Class Discussion: Van den Bosch sends an e-mail (pp. 134-135)</td>
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<td>6</td>
<td>10/8</td>
<td>The MBI Model for High Performance (cont.)</td>
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<td>Text: Chapter 3 (cont.)</td>
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<td></td>
<td>Case #3: Disneyland Resort Paris (pp. 136-152)</td>
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<tr>
<td>7</td>
<td>10/15</td>
<td>Managing Global Teams and Networks</td>
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<td>Text: Chapter 4</td>
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<td>Reading #4: Building an Effective Global Business Team</td>
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<td>Case #4: Leo Burnett (pp. 157-173)</td>
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<tr>
<td>8</td>
<td>10/22</td>
<td>Managing Global Teams and Networks (continued)</td>
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<td>Text: Chapter 4 (cont.)</td>
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<td>9</td>
<td>Executing Global Strategy</td>
<td>Text: Chapter 5&lt;br&gt;<strong>Deadline for Submitting Global Manager Interview Reports</strong>&lt;br&gt;Case #5: Global Multi-Products Chile (pp. 267-282)</td>
</tr>
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<td>10</td>
<td>Selecting and Developing Global Managers; Expatriate Report Discussion</td>
<td>Text: Chapter 6&lt;br&gt;Reading #5: Three Keys to Getting an Overseas Assignment Right</td>
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<td>11</td>
<td>Selecting and Developing Global Managers (cont.)</td>
<td>Text: Chapter 6 (cont.)&lt;br&gt;Go to iTunes, download and listen to Leading Growth in Asia podcast: Parts I-III of Leader Growth Dialogue with Kim Taylor of J&amp;J (21 minutes in total)&lt;br&gt;Case #6: Ellen Moore (pp. 295-310)</td>
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<td>12</td>
<td>Managing Change in Global Organizations</td>
<td>Text: Chapter 7&lt;br&gt;Case #7: Blue Ridge Spain (pp. 252-266)</td>
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<td>13</td>
<td>NO CLASSES</td>
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<td><strong>Deadline for submitting all Country Presentations – December 2</strong>&lt;br&gt;Country Presentations</td>
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<td>15</td>
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<td>Country Presentations (cont.)</td>
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SUPPORT SERVICES


If you are a military veteran or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. http://veterans.rutgers.edu/

CASE QUESTIONS

Case 1 – From Regional Star to Global Leader

1. Can Jianguo make the transition? Why or why not?
2. What if anything should he do now?
3. What if anything should Deronde International do?

Case 2 – Monsanto Europe

1. What were the differences in Monsanto’s experiences in the United States and Europe?
2. Why is Monsanto running into so much opposition in Europe? And why did Monsanto push ahead so hard in Europe?
3. What is Monsanto’s business model? What pressures does it create?
4. What factors determine the rate of diffusion of the same technology in different societies/cultures?
5. Will the advertising campaign that is proposed at the end of the case work?

Class Discussion – Van den Bosch Sends An E-Mail

1. What was van den Bosch’s intention in sending the email? What did he want to happen as a result of the email?
2. What do you think Menendez’s reaction to the email will be? Why?
3. What cultural assumptions might be behind van den Bosch’s approach? What about Menendez’s predicted reaction?
4. What could have been done differently?

Case 3 – Disneyland Resort Paris

1. To what extent, and in what ways, is the Disney product American? Is there something universal about Disney? If so, what?
2. Why didn’t Disney managers anticipate better the cultural blunders they experienced when Disneyland Paris first opened?
3. How did Disney approach the multicultural issues once they identified them? How effective was Disney in addressing these issues?
4. With the 15th anniversary in 2007, should Disneyland Paris managers adapt the resort more to local cultures, or make it more American? What principles should guide its choice? Which offerings if any should stay global and which should be locally adapted?
Case 4 – The Leo Burnett Company Ltd.

1. What were some of the difficulties that the Forever Young global advertising and communications team faced throughout the launch process? To what do you attribute these difficulties?
2. Why was the product launch successful in Taiwan and not successful in Canada? What cultural issues if any were involved?
3. What are the benefits and challenges involved in running a virtual team?
4. What should Carmichael do? Should she give the Canadian team local market autonomy or maintain centralized team control? What other recommendations do you have for her?
5. What is your assessment of Carmichael as a virtual team leader?

Case 5 – Global Multi-Products Chile

1. Why Integrated Solutions? What was the rationale? What were the implications for Multi-Products Chile’s organization and the role of sales representatives?
2. In light of the strategy, did these changes make sense?
3. What were the barriers to change for the changes? Were there any cultural barriers?
4. What is your evaluation of the compensation program for sales representatives?
5. What are the barriers to change that Bob Thompson faces?
6. Is Multi-Products Chile in trouble? What are your recommendations for what Bob Thompson should do moving forward?

Case 6 – Ellen Moore

1. Why was Ellen Moore sent to Korea?
2. What were the cultural differences in perceptions of the meaning of the consultant’s role and responsibilities, and the nature of the relationship with the client?
3. Why has the project gotten behind schedule? What were some of the causes for the problems surrounding Ellen?
4. What should Andrew do next and why? Should he keep Ellen or replace her?

Case 7 – Blue Ridge Spain

1. What led the joint venture partners to this impasse? What were the major difficulties between the joint venture partners over the years?
2. What cultural issues if any came into play in the management of the joint venture?
3. What recommendations would you have for the following:
   a. Sodergran and Dryden (representing Delta). Would you push ahead with the dissolution strategy? Why or why not? What implementation issues should you consider and how would you address them? What price and conditions would you accept for ending the joint venture?
   b. Terralumen management. If Delta pursues the dissolution strategy, what would you do? What issues should you consider? What price and conditions would you accept for ending the joint venture?
   c. Costas. Would you go ahead and develop a dissolution strategy for the joint venture? Why or why not? What issues should you consider in making your decision? What would you do as Costas?

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