

Management**Course Number: 33:620:320****Course Title: Cross Cultural Management****COURSE DESCRIPTION**

In today's interconnected global business landscape, effective management requires a deep understanding of the complexities and nuances associated with international and multicultural environments. Cross-Cultural Management is a comprehensive course designed to equip students with the knowledge and skills necessary to navigate the challenges and harness the opportunities presented by working in a diverse world.

This course is structured around two primary objectives:

1. Cultural Dynamics and Influence:

- Explore the intricate interplay of cultures and their profound impact on organizational behavior, decision-making processes, and communication strategies.
- Delve into the study of cultural dimensions, values, and norms to gain insights into how they shape individual and group behaviors within a corporate context.
- Examine case studies and real-world examples to illustrate how cultural differences can either catalyze innovation or present obstacles in a globalized business environment.

2. Effective Global Management Strategies:

- Develop a repertoire of strategies and techniques for managing people, teams, and organizations effectively in a global context.
- Investigate cross-cultural leadership styles, conflict resolution methods, and negotiation tactics to foster cooperation and synergy across diverse teams.
- Understand the importance of adaptability and cultural intelligence (CQ) as essential skills for successful cross-cultural management.
- Address ethical considerations and social responsibility within a global business framework, emphasizing the importance of cultural sensitivity and inclusivity.

Throughout this course, students will engage in interactive discussions, case analyses, and experiential exercises aimed at building cross-cultural competence. By the end of the course, participants will not only gain a deeper appreciation for the cultural influences shaping the business world but will also be well-prepared to lead and thrive in the diverse, ever-evolving global marketplace. Cross-Cultural Management is a vital stepping stone for anyone aspiring to

become a successful global manager or entrepreneur.

COURSE MATERIALS

- (1) Classroom Lectures and Discussions
 - (2) Required Textbook: Nahavandi, A., 2022. **The cultural Mindset: Managing people across culture**. Sage Publishers
 - (3) Optional: House, Robert J., et al., eds. Culture, leadership, and organizations: The GLOBE study of 62 societies. Sage publications, 2004.
 - (4) **Other Recommended Readings (for keeping up with relevant current affairs):** The Economist, Wired, Wall Street Journal, World News, Financial Times, New York Times
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LEARNING GOALS AND OBJECTIVES

In the Cross-Cultural Management course, our primary aim is to develop your Cultural Mindset, enabling you to work and lead effectively across diverse cultures within global organizational contexts. Through self-awareness, knowledge acquisition, and skill development, you will be prepared to tackle real-world managerial challenges associated with cross-cultural interactions.

Learning Goal 1: Developing Cultural Mindset

Our first goal is to deepen your understanding of the cultural factors that shape your perspectives and behaviors as a leader. You will gain insight into your own cultural values, worldviews, and perspectives, and recognize how these elements influence your approach to leadership and management in multicultural settings. This self-awareness is foundational for effective cross-cultural leadership.

Learning Goal 2: Acquiring Cross-Cultural Knowledge

The second goal is to equip you with comprehensive knowledge about the various dimensions of cross-cultural differences that impact individuals and teams within organizations. You will delve into the intricacies of values, communication styles, motivation factors, conflict resolution, negotiation tactics, leadership approaches, and the dynamics of global and cross-cultural teams. This knowledge will empower you to navigate cultural diversity with competence and sensitivity.

Learning Goal 3: Applying Cross-Cultural Skills

Our final goal is to provide you with practical skills and strategies that enhance your effectiveness when working and leading across cultures. You will have the opportunity to apply these skills to real-world managerial challenges, allowing you to develop the ability to adapt, innovate, and implement cross-cultural solutions. By the end of the course, you will be well-

prepared to contribute to more inclusive and culturally sensitive leadership and management practices in a globalized world.

Throughout this journey, you will gain theoretical insights and the chance to put them into practice, fostering a deep and practical understanding of cross-cultural management. Our aim is to prepare you to excel as a culturally sensitive and effective leader in today's diverse and interconnected business landscape.

ACADEMIC INTEGRITY

I do NOT tolerate cheating. Students are responsible for understanding the RU Academic Integrity Policy (<http://academicintegrity.rutgers.edu/>). I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” [I will screen all written assignments through *SafeAssign* or *Turnitin*, plagiarism detection services that compare the work against a large database of past work.] Don’t let cheating or plagiarism destroy your hard-earned opportunity to learn and advance. See business.rutgers.edu/ai for more details.

Guidance on the use of AI at Rutgers

As noted in [Rutgers Academic Integrity Policy 10.2.13](#), the principles of academic integrity require that students make sure that all submitted coursework be “the student’s own and created without the aid of impermissible technologies, materials, or collaborations.”

GRADING POLICY

Your performance for this class will be based on the following elements:

Class Participation/Professionalism	20%
Midterm Exam	25%
Country Presentation (Group)	25%
Final Exam	30%
Total	100%

Class Participation, Professionalism (20 % of grade):

Students are expected to come prepared to contribute to every class. Preparation includes reading the assigned material and preparing required assignments. Participation requires timely attendance for all classes, preparing for class by carefully doing required reading, and contributing to class discussion in a constructive, relevant, and respectful manner.

Students may be randomly called upon to discuss an assigned topic or about the previous lecture during class. Professionalism, attendance, and following class rules are key components of grading. This is a remote, online class.

Midterm Exam (25% of grade):

Final Exam (30% of grade)

Country Presentation (25% of grade)(Group):

Group of students will select a country of their choice and prepare a presentation about the country that presents key historical, political, and cultural factors that impact business and management. GLOBE textbook with country-specific GLOBE cultural dimensions has to be used. The focus is from the outside-in, meaning helping people who are not part of the culture learn about key facts that would help them manage more effectively when working in that country or culture. The presentation should include:

- Essential history
- Essential business facts
- Key cultural GLOBE dimensions and comparison
- 5-7 Key takeaways that will help managers be more effective in that culture

Starting from 4th week, presentations will happen every week. Timing may change according to the class size.

GRADE DISTRIBUTION

I will use the standard Rutgers letter grading system (http://catalogs.rutgers.edu/generated/nwk-ug_0608/pg23019.html).

COURSE SCHEDULE

Week 1:

Introductions
Ice-Breakers
The THINK-KNOW-DO ROADMAP

Week 2:

Why culture matters Chapter 1

Week 3:

The Cultural Mindset Chapter 2

Take the ICMI

Week 4:

Cognitive processes in cross-cultural management	Chapter 3
The system I and II and CM	

Week 5:

Views of culture Chapter 4

Week 6:

Communication across cultures	Chapter 7
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Hall's Context

Week 7:

Midterm Exam

Week 8:

GLOBE, Hofstede, Trompenaars	Chapter 8
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Week 9:

Leading across cultures	Chapter 9
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Week 10:

Motivation across cultures	Chapter 10
Leading multicultural teams	

Week 11:

Organizational processes across cultures	Chapter 11
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Managing conflict across
cultures

Week 12:

Negotiations across cultures Chapter 11

Week 13:

Growing your CM Chapter 12

Week 14:

Summary, and Reflections

Final Exam:

SUPPORT SERVICES

If you need accommodation for a *disability*, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information can be found at ods.rutgers.edu.

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email dsoffice@echo.rutgers.edu]

[Rutgers University-Newark ODS phone (973)353-5375 or email ods@newark.rutgers.edu]

If you are *pregnant*, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email jackie.moran@rutgers.edu]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email TitleIX@newark.rutgers.edu]

If you seek **religious accommodations**, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email deanofstudents@echo.rutgers.edu]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email DeanofStudents@newark.rutgers.edu]

If you have experienced any form of **gender or sex-based discrimination or harassment**, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at <http://vpva.rutgers.edu/>.

[Rutgers University-New Brunswick incident report link:

<http://studentconduct.rutgers.edu/concern/>. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link:

https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7 . You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email at TitleIX@newark.rutgers.edu. If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email run.vpva@rutgers.edu]

Bias incidents: an act – either verbal, written, physical, or psychological that threatens or harms a person or group on the basis of actual or perceived race, religion, color, sex, age, sexual orientation, gender identity or expression, national origin, ancestry, disability, marital status, civil union status, domestic partnership status, atypical heredity or cellular blood trait, military service or veteran status.

Bias incidents can be reported online at:

[New Brunswick Bias Incident Report Form](#)

[Newark Bias Incident Report Form](#)

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via

<https://temporaryconditions.rutgers.edu> .

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/>

If you are in need of **mental health** services, please use our readily available services.

[Rutgers University-Newark Counseling Center: <http://counseling.newark.rutgers.edu/>]

[Rutgers Counseling and Psychological Services–New Brunswick: <http://rhscaps.rutgers.edu/>]

If you are in need of **physical health** services, please use our readily available services.

[Rutgers Health Services – Newark: <http://health.newark.rutgers.edu/>]

[Rutgers Health Services – New Brunswick: <http://health.rutgers.edu/>]

If you are in need of *legal* services, please use our readily available services:
<http://rusls.rutgers.edu/>

Students experiencing difficulty in courses due to *English as a second language (ESL)* should contact the Program in American Language Studies for supports.

[Rutgers–Newark: PALS@newark.rutgers.edu]

[Rutgers–New Brunswick: eslpals@english.rutgers.edu]

If you are in need of additional *academic assistance*, please use our readily available services.

[Rutgers University-Newark Learning Center: <http://www.ncas.rutgers.edu/rlc>]

[Rutgers University-Newark Writing Center: <http://www.ncas.rutgers.edu/writingcenter>]

[Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>]

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.

- Students must sign, date, and return a statement declaring that they understand this syllabus.]

CODE OF PROFESSIONAL CONDUCT

[If you prefer to direct students to the conduct policy online instead, please use the following link and place it beneath the header above:

<https://myrbs.business.rutgers.edu/students/code-professional-conduct>]

Rutgers Business School is recognized for its high-quality education. To that end, maintaining the caliber of classroom excellence, whether in person or online, requires students to adhere to the same behaviors expected in professional career environments. These include the following principles:

Discussion and Correspondence

- Each student is encouraged to participate actively in class discussions and exercises. Substantive dialogue requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Disagreement and the challenging of ideas must happen in a supportive and sensitive manner. Hostility and disrespectful behavior will not be tolerated.
- In correspondence and in the classroom, students should demonstrate respect in how they address instructors. Students should use proper titles unless there is an explicit understanding that the instructor accepts less formal alternatives. Similarly, appropriate formatting in electronic communication and timely responsiveness are all expectations in every professional interaction, including with instructors. Everything said and written should demonstrate respect and goodwill.

Punctuality and Disruption

- Class starts and ends promptly at the assigned periods. Students are expected to be in their seats or present online and ready to begin class on time.
 - Take your responsibility to attend class seriously. Your attendance is a critical element of the learning experience for in-person classes. Failure to show up disrupts your learning and signals disrespect to your peers and instructors. (Of course, illness is a legitimate exception requiring advanced reporting to the [University](#) and your instructors.)
 - Barring emergencies and within reason, students are expected to remain in their seats for the class duration. In person, packing belongings before the end of class disturbs both other students and the instructor. Online, attending to other tasks is distracting. In addition, even if webcams are not required in your course, your attention is fundamentally lacking if you are engaged in multiple tasks simultaneously.

Technology

- The use of technology is sanctioned only as permitted by the course instructor. As research on learning shows, peripheral use of technology in classes negatively impacts the learning environment in three ways:
 1. Individual learning and performance directly suffer, resulting in the systemic lowering of grades earned.
 2. In the classroom, one student's use of technology automatically diverts and captures other people's attention, thus impeding their learning and performance. Moreover, even minor infractions have a spillover effect and result in others doing the same.
 3. Subverting this policy (e.g., using a phone during class, even if hidden below the table or out of sight from your webcam; tapping on a smartwatch; using a laptop for non-course related matters) is evident to the course instructor and offensive to the principles of decorum in a learning environment.
- Networking, computing, and associated resources in the trading rooms, advanced technology rooms, and general classrooms are to be used in the manner intended.
- Sharing links to private online classes, attempting to join an online class you are not enrolled in, or posting disruptive content during these sessions are strictly prohibited and may lead to disciplinary action.
- For more instructions on information technology resources at Rutgers University, please refer to the [Acceptable Use Policy for Information Technology Resources](#).

Misappropriating Intellectual Property

- Almost all original work is the intellectual property of its authors. These works may include syllabi, lecture slides, recorded lectures, homework problems, exams, and other materials, in either printed or electronic form. The authors may hold copyrights in these works, which U.S. statutes protect. Copying this work or posting it online (on sites such as Chegg or Course Hero) without the author's permission may violate the author's rights. More importantly, these works are the product of the author's efforts; respect for these efforts and the author's intellectual property rights are important values that members of the university community take seriously.
- For more instructions on copyright protections at Rutgers University, please refer to the [Rutgers Libraries](#).

Rutgers Business School is committed to the highest standards of integrity. We value mutual respect and responsibility, as these are fundamental to our educational excellence inside and outside the classroom.