
IMS 6381.5w1 Online Course Syllabus

School of Management
The University of Texas at Dallas

Course Information

Course Number/Section **IMS 6381.5w1**
Course Title Managing Global Teams
Term Spring 2024
Days & Times Tuesdays 7:00-9:45pm (Remote/Virtual Meetings)

Professor Contact Information

Professor: Dr Agnieszka Skuza
Office Phone: 972-883-5099
Other Phone: please use eLearning messages (course messages)
E-mail: please use e-learning e-mail (use agnieszka.skuza@utdallas.edu **only in case of emergency!**)
Office Location: SOMII 13.403
Online Office Hours: Tuesdays 6pm-7pm CT or by appointment (please e-mail me through the course site). Office hours will be held on MS-Teams.

Teaching Assistant Contact Information

Teaching Assistant: **Shraddha Ganesh Kulkarni**
Email Address: shraddha.kulkarni@utdallas.edu

Course Pre-requisites, Co-requisites, and/or Other Restrictions

No

Course Description

This course aims to develop the cross-cultural competence and communication skills required when managing global teams. This course provides knowledge on how to structure successful global virtual teams, manage active faultiness and resolve conflicts in global teams, coach global teams, utilize feedback effectively across cultures, and manage performance within an international team.

Student Learning Objectives/Outcomes

Upon finishing this course, students are expected to recognize and understand the following course objectives:

1. Understand the challenges of managing a globally dispersed and interdependent team across distance, time zone, and national work culture differences.
2. Recognize effective team structures and processes that foster collaboration and engagement.
3. Learn to maximize the benefits of global virtual teams and mitigate the challenges of the remote work.
4. Recognize the importance of managing diversity proactively in global organizations.
5. Understand the factors that inhibit or promote effective trust and collaboration in global teams.
6. Underscore the importance of reducing social distance and continuously evaluating the cultural sensitivity of global team members and leaders.
7. Identify the common interests among global team members despite radical diversity.
8. Understand the importance of setting superordinate goals to galvanize global team members.
9. Consider the impact of language in the workplace, as well as the increasing importance of lingua franca policies.

Required Textbook

Textbook: Jessica L. Wildman, Richard L. Griffith (Eds.), *Leading Global Teams. Translating Multidisciplinary Science to Practice*. 2015, Springer (access through the library)

Please register and buy the following coursepack – Managing Global Teams (18.20 USD)

<https://hbsp.harvard.edu/import/1136608>

Required Readings:

- Gabelica, Popov (2020). “One Size Does Not Fit All”: Revisiting team feedback theories from a cultural dimensions perspective. *Group & Organization Management*. 45(2), pp. 252-309.
- Neeley T., Thomas J. DeLong (2008). *Managing a Global Team: Greg James at Sun Microsystems, Inc.* (included in the coursepack).
- Neeley T. (2015). *Leading Global Teams: Managing SPLIT to Bridge Social Distance*. (included in the coursepack).
- Neeley T. (2018). *Organizational Behavior Reading: Leading Global Teams*. (included in the coursepack).
- Vahteraa P., Buckley P.J., Aliyeva M., Clegga J., Cross A.R. (2017). Influence of social identity on negative perceptions in global virtual teams, *Journal of International Management*, 23, pp. 367-381.
- Zakaria N. (2016). Emergent Patterns of Switching Behaviors and Intercultural Communication Styles of Global Virtual Teams During Distributed Decision Making, *Journal of International Management*, 23, pp. 350-366.

Recommended Readings:

- Crowne, K.A. (2020). Does National Culture Influence Peer Evaluations on Global Virtual Teams? *Journal of Teaching in International Business*, 31, 191 - 213.
- HBR's 10 Must Reads on Managing Across Cultures (with featured article "Cultural Intelligence" by P. Christopher Earley and Elaine Mosakowski) by: Harvard Business Review, Jeanne Brett, Yves L. Doz, Erin Meyer, Hal B. Gregersen
- Jimenez, A., Boehne, D., Taras, V., & Caprar, D. (2017). Working across Boundaries: Current and Future Perspectives on Global Virtual Teams Article reference. *Journal of International Management*, 23(4), 341-349.
- Means, A.M., & Mackenzie Davey, K. (2022). ‘Maybe it’s culture and maybe it isn’t’: An ethnographic study of sensemaking, culture and performance in a multicultural team. *Management Learning*.
- Smal, A., & Jõgeva, E. (2017). Communication challenges in managing global virtual teams: the experience of project managers.
- Stahl, Günter K. and Martha L. Maznevski. (2021). Unraveling the effects of cultural diversity in teams: A retrospective of research on multicultural work groups and an agenda for future research. *Journal of International Business Studies* 52: 4 - 22.
- Santistevan, D., & Josserand, E. (2018). Meta-Teams: Getting Global Work Done in MNEs. *Journal of Management*, 45, 510 - 539.
- Tavoletti, E., Stephens, R.D., Taras, V., & Dong, L. (2022). Nationality biases in peer evaluations: The country-of-origin effect in global virtual teams. *International Business Review*.

Technical Requirements

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the [Getting Started with eLearning](#) webpage.

Course Access and Navigation

This course can be accessed using your UT Dallas NetID account on the [eLearning](#) website.

Please see the course access and navigation section of the [Getting Started with eLearning](#) webpage for more information.

To become familiar with the eLearning tool, please see the [Student eLearning Tutorials](#) webpage.

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The [eLearning Support Center](#) includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

Communication

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the [Student eLearning Tutorials](#) webpage for video demonstrations on eLearning tools.

Student emails and discussion board messages will be answered within 3 working days under normal circumstances.

Distance Learning Student Resources

Online students have access to resources including the McDermott Library, Academic Advising, The Office of Student AccessAbility, and many others. Please see the [eLearning Current Students](#) webpage for more information.

Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online [eLearning Help Desk](#). The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

Academic Calendar

| WEEK/ DATES | TOPIC/LECTURE | READING | ASSESSMENT / ACTIVITY | DUE DATE |
|------------------------------|--|---|--|-------------|
| Week 1 1/15 - 1/21 | Module 0: Course Access and Self- Orientation | Syllabus Review | Syllabus Quiz | 1/21 |
| | | | Video introduction on the Discussion Board | 1/21 |
| | | | Self-enrollment in a group project | 1/28 |
| Week 2 1/22 - 1/28 | Module 1: Leading Global Teams Means Dealing with Different | Chapter 1 | Read Chapter 1 before coming to the class | 1/28 |
| | | | Self-enrollment in a group project | 1/28 |
| Week 3 1/29 - 2/04 | Module 2: Culture and Communication | Chapter 2 From Harvard Business Publishing resources: 3.1. The role of culture in global teams | Read Chapter 2 (pp. 13-23) and HBP resources before coming to the class | 1/30 |
| | | | Team 1 Presentation | 1/30 |
| Week 4 2/05 - 2/11 | Module 3: Social distance and Identity | Vahteraa P., Buckley P.J., Aliyeva M., Clegga J., Cross A.R. (2017). “Influence of social identity on negative perceptions in global virtual teams”, Journal of International Management From Harvard Business Publishing resources: 2.1. Why social distance matters | Complete Online Assignment 1 | 2/11 |
| | | | Read the article and HBP resources before coming to the class | 2/06 |
| | | | Team 2 Presentation | 2/06 |

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| Week 5 2/12 - 2/18 | Module 4: Structuring Successful Global Virtual Teams | Chapter 4 | Complete Online Assignment 2 | 2/18 |
| | | Neeley, T. (2015). “Global Teams That Work: A framework for bridging social distance”, Harvard Business Review | Read Chapter 4, the article and HBP resources before coming to the class | 2/13 |
| | | From Harvard Business Publishing: 2.2. Structure 2.3. Process 2.4. Language | Team 3 Presentation | 2/13 |
| Week 6 2/19 – 2/25 | Exam 1 (Chapters 1, 2, 4) | | February 20th, 8:00 am to February 25th, 11:59pm (Central Time) | |
| Week 7 2/26 - 3/03 | Module 5: Developing Cross- Cultural Competencies | Chapter 5 and 6 | Complete Online Assignment 3 | 3/03 |
| | | From Harvard Business Publishing: 2.5. Identity | Read Chapter 5 and 6, and the HBP resources before coming to the class | 2/27 |
| | | | Team 4 Presentation | 2/27 |
| Week 8 3/04 - 3/10 | Module 6: Coaching Global Teams and Global Team Leaders | Chapter 7 | Complete Online Assignment 4 | 3/10 |
| | | Case: Managing a Global Team: Greg James at Sun Microsystems, Inc. (A) | Read Chapter 7 and the case study before coming to the class | 3/05 |
| 3/11 - 3/17 | SPRING BREAK – NO CLASSES | | | |
| Week 9 3/18 - 3/24 | Module 7: Navigating Multicultural Teams: A Road Map to Feedback Across Cultures | Chapter 8 | Complete Online Assignment 5 | 3/24 |
| | | Gabelica, Popov (2020). “One Size Does Not Fit All”: Revisiting Team Feedback Theories From a Cultural Dimensions Perspective, Group & Organization Management | Read Chapter 8 and the article before coming to the class | 3/19 |
| | | | Team 5 Presentation | 3/19 |
| Week 10 3/25- 3/31 | Exam 2 (Chapters 5, 6, 7, 8) | | March 26th, 8:00 am to March 31st, 11:59 pm (Central Time) | |
| Week 11 4/01 - 4/07 | Module 8: Alternate Views of Global Leadership: Applying Global | Chapter 9 | Complete Online Assignment 6 | 4/07 |
| | | From Harvard Business Publishing: | Read Chapter 9 and the HBP resources before coming to the class | 4/02 |

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|-------------------------------|--|--|--|--------------------------------------|
| | Leadership Perspectives to Leading Global Teams | Global Team Leaders Must Deliberately Create "Moments" | Team 6 Presentation | 4/02 |
| Week 12 4/08 - 4/14 | Module 9: Leadership for Global Virtual Teams: Facilitating Teamwork Processes | Chapter 10 Zakaria N. (2016). Emergent Patterns of Switching Behaviors and Intercultural Communication Styles of Global Virtual Teams During Distributed Decision Making, Journal of International Management 23, pp. 350-366 | Complete Online Assignment 7 Read Chapter 10 and the article before coming to the class Team 7 Presentation | 4/14 4/09 4/09 |
| Week 13 4/15 – 4/21 | Module 10: The Impact of Culture on Formation of Swift Trust Within Global Virtual Teams | Chapter 11 From Harvard Business Publishing: 3.2. The role of trust in global teams | Complete Online Assignment 8 Read Chapter 11 and the HBP resources before coming to the class Team 8 Presentation Team 9 Presentation | 4/21 4/16 4/16 4/16 |
| Week 14 4/22 – 4/28 | Module 11: Faultline Deactivation: Dealing with Activated Faultlines and Conflicts in Global Teams | Chapter 12 | Complete Online Assignment 9 Read Chapter 12 before coming to the class | 4/28 4/23 |
| Week 14 4/29 – 5/05 | Exam 3 (Chapters 9, 10, 11, 12) | | April 30th, 8:00 am to May 5th 11:59 pm (Central Time) | |

NOTE: all of the above times/dates are as per US Central Time Zone. It is **YOUR responsibility** to ensure that your assignment submissions/exams are done within this time zone.

Grading Policy

If you have questions about grades, please send them to me via eLearning email or make an appointment with me. For quiz questions, be specific about why you believe that your answer was correct. Include references to page numbers in the textbook and/or slides. For participation grades, refer specifically to where and when you posted your messages. **All grade inquiries must be made within one week of the close of the quiz/participation window.**

Weights

| Graded Items | Points | Percentage |
|------------------------------|-----------|------------|
| Participation in Discussions | 18 points | 18% |

| | | |
|--------------------|------------|------|
| Online Assignments | 9 points | 9% |
| Group project | 13 points | 13% |
| Exam 1 | 20 points | 20% |
| Exam 2 | 20 points | 20% |
| Exam 3 | 20 points | 20% |
| Total | 100 points | 100% |

Grading Scale

| Scaled Score | Letter Equivalent |
|--------------|-------------------|
| 94+ | A |
| 90-93 | A- |
| 87-89 | B+ |
| 84-86 | B |
| 80-83 | B- |
| 77-79 | C+ |
| 70-76 | C |
| Less than 70 | F |

Assignments

1. Syllabus

Read over the syllabus and take the quiz located under the Quizzes page.

2. Introduction on Discussion Board

Objectives:

- Get to know one another
- Build greater community
- Celebrate our community diversity

Record and post your **video introduction** to [CometSpace](#) (instructions on the discussion board). After the video is on CometSpace, create a shareable link and post it in the discussion board. In the video, provide the following information in this order:

1. Your name
2. A description of your job and employer/industry information (current or previous)
3. Where you are located geographically
4. Anything else that is important to you that will give us a fuller picture of who you are
5. One interesting fact about you that is generally not known

In addition to your post, you are expected to reply to at least 2 of your colleagues' videos. See if you can find someone with whom you have something in common, or you can relate to someone else's experience even though they might come from a different background. The goal here is simply to encourage you to listen what others have to say so you can get to know your classmates better.

3. Participation - Discussion Board (18%)

You are expected to participate regularly in online discussions. **It is absolutely necessary that you participate regularly and it is required that you have your cameras on.**

Students who fail to participate in their assigned discussion or group project activities will lose a portion or all of the grade points assigned for such activities. Successful participation is defined as consistently adhering to University requirements, as presented in the Syllabus.

4. Online assignments (8%)

Online assignments have a form of a short quiz that relate to an important theme of the Chapter. Each assignment/quiz consists of 5-6 questions. Read it carefully before answering the questions. Overall, your 8 quiz scores will make up this part of your grade (each online assignment is worth 1 point). You have 15 minutes for each assignment. Online assignments will be posted on Monday and close on Sunday 11:59pm of each week (see due dates in Course Schedule). For example, the due date for online assignment 1 is February 2nd. **Late assignments are not accepted.**

5. Group project - report and presentation (9%)

Each group of students will be expected to prepare one research report (minimum 15 pages; 1.5 space, font 12 Times New Roman). **Data tables must be included in the report**, but tables must not exceed a total of 2 pages. **Data** is very important in explaining historical and future trends and present important facts. Please keep the tables the reasonable size. The report will be graded on the basis of methods of analysis, depth of research study, and references (**at least 5 references are expected from refereed journals** - prime business and economic journals, as well as industry reports; please use APA formatting standard). The due date vary. Please look at course schedule table. Each group will submit one report through the **submission link on e-learning**. Submission link locks down at midnight of the day of presentation and no later submission through e-mail will be accepted. Once teams are assigned by the professor during the first week of classes, each team will be given a project.

Please see the link to see how to structure your report: <https://www.skillsyouneed.com/write/report-writing.html>

All groups **need to present their projects**. The exact date is indicated in the course schedule table. All group members are required to present and each team member should be allotted equal presentation time. Presentation should last about **20 minutes** and will be followed by 10-15 min discussion. Each presenting group should create **2-3 questions** for the class and lead the discussion about the topic. Keep in mind that all presentations will be recorded and shared with the entire class as they will be delivered during class time. Make sure that you follow professional presentation standards when delivering the presentation in class or virtually. Please consult with the instructor if you have any questions regarding the delivery of your presentation.

7. Exam 1, 2, 3 (each 20%)

You will have 50 minutes to take the exams. Each exam will consist 40 questions, which will include both true or false and multiple-choice questions. The questions for the exam will be drawn from the textbook and my lectures.

The exams will be available on the day indicated on the Academic Calendar and instructions will be given indicating the total time allowed for completion once the exam is opened. The exams will be available under Quizzes and Exam link on the course menu. You can access them by clicking the link and then clicking the available exam title links.

Each exam is timed and can only be accessed one time within the scheduled 24-hour time window. Please read the on-screen instructions carefully before clicking "Begin." After each exam is graded and released, you may go to My Grades page and click the score link of the exam to view your graded submission. Do not expect that you can finish the exam by looking up information in the textbook or on-line. Organize your information and do your best to understand the material before you attempt the exam. Based on years of experience, I suggest that you do not wait until the last day to complete your exam - especially if you are not used to this delivery system. The exams must be completed alone. Do not share exam information in any form with anyone.

This course will use Honorlock – an online exam proctoring tool. Your webcam is recording you during your test or assessment, but no one is watching your exam in real time. Honorlock uses technology to monitor your session, and, if it senses that something is wrong, it will trigger a pop in by a live proctor. The proctor will assess the situation, help you get back on track, and document this for your instructor. After your test, exam proctors may review the exam session to look for any potential violations, and the recording will also be sent to your instructor along with any notes from our proctors. To successfully take an exam, you must have a web camera with microphone, a laptop or desktop computer (no tablets/phones), Chrome browser, a reliable internet connection and your photo ID. You will be prompted to install the Honorlock Chrome Extension (which you can remove after you finish the test). You will then access the exam within your eLearning course and go through the authentication process. Your microphone and web camera will be used by Honorlock to monitor you throughout your test or assessment. **YOUR ACTIVITIES ARE RECORDED WHILE YOU ARE LOGGED INTO OR TAKING YOUR ASSESSMENT(S). THE RECORDINGS SERVE AS A PROCTOR AND WILL BE REVIEWED AND USED IN AN EFFORT TO MAINTAIN ACADEMIC INTEGRITY.**

Here is additional information: <https://ets.utdallas.edu/testing-center/honorlock>

Please also see the Testing Guidelines and Support Information for additional information.

Course & Instructor Policies

Class Materials

The Instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course, however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

Class Participation

Regular class participation is expected. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures (and/or labs). Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

Class Recordings

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

Note: if the instructor records any part of the course, then the instructor will need to add the following syllabus statement:

The instructor may record meetings of this course. These recordings will be made available to all students registered for this class if the intent is to supplement the classroom experience. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law.

No late assignments are accepted and no late tests and examinations are offered!!! The above restrictions may be waived under special situations; nevertheless, if you do not contact me before the exam, the maximum grade for a make-up exam will be only 80% of the respective possible grades.

Extra credit

Extra credit of 3% is offered. Contact me personally **no later than February 25th** for extra credit assignment. If, after receiving extra credit assignment you decide you do not want to do it, there is no obligation to complete it. No extra credit after this date will be offered.

Special Assignments

None

Class Attendance

Regular class participation is expected regardless of course modality. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures (and/or labs). Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Classroom Citizenship

We encourage students to support each other during the entire semester. If your team members are unable to participate in traditional classroom setting or virtually consult with them frequently to ensure they are up to date with the course materials and deliverables.

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

Academic Support Resources

The information contained in the following link lists the University’s academic support resources for all students.

Please go to [Academic Support Resources](#) webpage for these policies.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please review the catalog sections regarding the credit/no credit or pass/fail grading option and withdrawal from class.

Please go to UT Dallas Syllabus Policies webpage for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.