

Online Course Syllabus

IMS 6365 Cross-Cultural Communication Analysis

Course Information

Course Number/Section: IMS 6365. 0W1.Su24
Course Title: Cross-Cultural Communication Analysis
Term: Summer 2024

Professor Contact Information

Professor: Celestin Musekura
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Course Pre-Requisite and/or Other Restrictions

None

Course Description

The course, using various cultural frameworks and theories, focuses on comparative analysis of cross- country cultural values. The course familiarizes students with science-based anthropological cultural tools that are used to measure the cultural value changes of individuals and societies. Through theoretical and empirical analysis, students will be able to determine whether the cultural value changes across nations, organizations, and groups are diverging or converging. Students will also be engaged in research projects, which require the application of theories and survey-based quantitative analysis. Upon completion of the course, students will be equipped with the knowledge that helps them recognize how the cultural background of employees and managers shapes the behavior of organizations and develop critical skills for conducting effective negotiation and building synergy in a multicultural business environment.

Personal information will not be transmitted to the professor as well as to the TA via email and all correspondence related to academic activities will be conducted through official UTD mode of communication. Please see this [Information Security and FERPA](#) web page.

Student Learning Objectives/Outcomes

Upon finishing this course, students are expected to manage the following core course objectives:

- Recognize the impact of national cultural value system on the behavior of managers and business organizations.

- Demonstrate the understanding of the cultural orientation of nations and organizations through cultural dimensions of organizational theorists: Adler, Hofstede, Laurent, McGregor and Laurent
- Demonstrate the understanding of the challenges of team building and motivation of diverse manpower with a diverse cultural background.
- Develop competency in oral, written and interpersonal communications through case presentation and research report.
- Develop the skills and the strategy of negotiation that lead to win-win situations in a diverse global environment.
- Recognize the need for ethical and corporate social responsibilities that are needed for sustainable global business operations.

Required Textbook and Materials:

Nancy, Adler, International Dimensions of Organizational Behavior, 5th Edition, South-Western Thomson Learning, 2008.

The textbook can be ordered online through [UT Dallas Bookstore](#).

Suggested/Recommended Course Materials:

Bartlett, Christopher and Beamish Paul, Transnational Management: Text and Cases in Cross-Border Management, Cambridge University Press, 2018

Steers, M. Richard, Nardon, Luciara and Snchez-Runde, Carlos, Management Across Cultures-Developing Global Competencies, Cambridge University Press, 2016

Chen, Ming-Jer, Inside Chinese Business: A guide for Managers Worldwide, Harvard Business School Press, Harvard Business School Press, 2001, pp45-65

Schneider, Susan and Barsoux, J-L, Managing across Cultures, 2nd edition, Prentice-Hall, 2003

Ferraro, Gary, The Cultural Dimensions of International Business, 4th Edition, Prentice-Hall, Inc., Upper Saddle River, New Jersey, 2004

Moran, Robert T., Harris, Philip R., and Moran, Sarah V., Managing Cultural Differences: Global Leadership Strategies for the 21st Century, 7th Edition, Butterworth-Heinemann, Amsterdam/Boston, 2007.

Required Journal Source Materials (Available at course site):

Bhaskar Pant, Different Cultures See Deadlines Differently, Mary, 2016
<https://hbr.org/2016/05/different-cultures-see-deadlines-differently>

Erin Meyer, Getting to Sí, Ja, Oui,Hai, and Da: How to negotiate across cultures, Harvard Business Review, December 2015

J. Yo-Jud Cheng and Boris Groysberg Organizational Culture: How Corporate Cultures Differ Around the World, Harvard Business Review, December 2015

Short-termism in business: Causes, mechanisms and Consequences: EY Poland Report (PDF available in course site)

Tomas Chamorro-Premuzic and Michael Sanger, Cross-Cultural Management: What Leadership Looks Like in Different Cultures, May 06, 2016

Hofstede, Geert, The Cultural Relativity of Organizational Practices and Theories, Journal of International Business Studies, Fall, 1983, pp.75-89

Laurent, Andre, The Cultural Diversity of Western Conceptions of Management, Int. Studies of Management and Organization, Vol. XIII, No. 1- 2, pp. 75-96

Schwartz, Shalom, A Theory of Cultural Values and Some Implications for Work, Applied Psychology: An International Review, 1999, 48(1), 23-47.

Dadfer, Hussein & Gustavsson, Peter, Competition by Effective Management of Cultural Diversity, International Studies of Marketing and Organization, 22(4), pp. 81- 92.

Bolton, Michele, Imitation Versus Innovation, Lesson to be learned from the Japanese, Organizational Dynamics, Vol. 21, November 1993.

Suutari, Vesa, Problems Faced by Western Expatriate Managers in Eastern Europe: Evidence provided by Finish Expatriates in Russia and Estonia, JEEMS 3/1998, pp.240-266.

Das, T.K. and Rajesh, K., Interpretative schemes in Cross-national alliances, CCM 17 (2), 2009, pp 154-169

Josefchuk, Norah, Globalization: Is it Leading to cultural Convergence across Organizations? Southwest Review of International Business Research, Vol 17, No. 1, March 2006, pp.

Woldu, H., Budhwar, P. and Parkes, C. (2006), A Cross-national Comparison of Cultural Value Orientation of Indian, Polish, Russia and American Employees, Int. J. of Human Resource Management, 17 (6): 1076-1094

Kumar, Rajesh, Brahmanical Idealism, Anarchial Individualism, and the Dynamics of Indian Negotiating Behavior, International Journal of Cross-Cultural Management, 2004, Vol. 4, No. 1, pp 39-58.

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 Accessibility, 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 appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and 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.

Expectations:

Students are expected to review and understand the learning objectives of the course, participate in all activities as required in the syllabus. Assignments, tests, discussion and group presentations should be conducted within the given deadlines. Failure to comply with the requirements may lead to scholastic difficulties. All allowable make-ups are subject to 20% deduction of the provided maximum grades.

Academic Calendar

WEEK/ DATES	READING/Lecture	Mini-Case Discussion Topics	Assignments & Due Dates
Week 1 May 28 – June 2	Ch. 1 An Introduction: Culture and Management	Discussion 0: Bus schedules in the Bahamas: Perception of time (all students to participate)	Group Signup by June 4 Personal statement: post self-introduction (on Discussion Board) by June 4 Discussion 0: begins May 28 ends June 4 Assigned to all students. Reference: Bhaskar Pant, Different Cultures See Deadlines Differently, Mary, 2016 https://hbr.org/2016/05/different-cultures-see-deadlines-differently
Week 2 Jun 03-Jun 09	Ch. 2 How Cultural Differences Affect Organizations	Discussion 1: Individualism collectivism: The German won't hire the Serbian daughter, Adler, p. 29	Discussion 1 assigned to Group 8. Begins June 03 ends June 09 Reference: Schwartz, Shalom, A Theory of Cultural Values and Some Implications for Work, Applied Psychology: An International Review, 1999, 48(1), 23-47 Paper 1 by Group 1: Group project on Hofstede, due date June 07
WEEK/ DATES	READING/Lecture	Mini-Case Discussion Topics	Assignments & Due Dates
Week 3 Jun 10–Jun 16	Ch. 3 Communication across Cultures	Discussion 2: Activity of doing Vs. being: Kashmir Vs. Sweden, Adler, 2008, 31	Discussion 2 assigned to Group 7 Begins June 10 ends June 16 Reference: Tomas Chamorro-Premuzic and Michael Sanger, Cross-Cultural Management: What Leadership Looks Like in Different Cultures, May 06, 2016 Paper 2 by Group 2: Group project on Schwartz, due date June 16

Week 4 Jun 17-Jun 23	Ch. 4 Creating cultural synergy	Discussion 3: The long term versus the short-term organizational cultures: Japanese and Canadian Negotiation, Adler 2008, p. 32	Discussion 3 assigned to Group 6 Begins June 17 ends June 23 Reference: Short-termism in business: Causes, mechanisms and Consequences: EY Poland Report (see pdf in course site) Paper 3 by group 3: Group project on Laurent, due date June 23
Week 5 Jun 24- Jun 30	Ch.5 Multicultural teams Ch. 6. Leading Globally	Discussion 4: What Motivates people in Different Cultures? A New Hotel in Tahiti, Adler p 187	Discussion 4 assigned to Group 5 Begins June 24 ends June 30 Paper 4 by Group 4: Group project on Dadfer and Gustavsson, due date June 30
Week 6 Jul 1-Jul 07	Ch. 7 Motivating people from around the world: Inspiring people to contribute	Discussion 5: Trusting or Naïve: Canadian Employees and Filipino Manager Adler, 2008, p 46	Discussion 5 assigned to Group 4 Begins July 01ends July 07. Reference: J. Yo-Jud Cheng and Boris Groysberg Organizational Culture: How Corporate Cultures Differ Around the World, Harvard Business Review, December 2015 Paper 5 by Group 5: Group project on Bolton, due date July 07
Week 7 July 08-July 14	Ch. 8 Multinational decision making Midterm Exam	Chapters 1-7, Includes Hofstede, Laurent, Dadfer and Gustavsson	Midterm Examination: Sun, July 14 (8:00 am) – Mon, July 15 (11:59 pm)
WEEK/ DATES	READING/Lecture	Mini-Case Discussion Topics	Assignments & Due Dates

<p>Week 8 July 15-July 21</p>	<p>Ch. 9 Negotiating globally</p>	<p>Discussion 6: Ethical Decision Making: Hazardous materials in West Africa, Adler, 2008, p. 217</p>	<p>Discussion 6: assigned to Group 3 Begins July 15 ends July 21 References: Look for Sources on Corporate Social Responsibilities of Intl. Companies in Relation to Child Labor, Ethics and Their Regard to the Environment. Paper 6 by Group 6: Group project on Suutari, due date July 21</p>
<p>Week 9 July 22-July 28</p>	<p>Ch. 10 Managing cross-cultural Transitions: Moving abroad and coming back home</p>	<p>Discussion 7: Is Bribery part of some cultures (unwritten code of language in some cultures), or an act of unethical business?</p>	<p>Discussion 7 assigned to Group 2 Begins July 22 ends July 28 Reference: Aya Kurzemniece, Bribery and Corruption: Is it cultural phenomena? https://www.linkedin.com/pulse/bribery-corruption-cultural-phenomena-ajja-kurzemniece-mica Paper 7: Group project on Das and Kumar by Group 7, due date July 28</p>
<p>Week 10 July 29-Aug 4</p>	<p>Ch. 11 A Portable life: The Expatriate Spouse Ch. 12 Global Careers: succeeding in the 21st century</p>	<p>Discussion 8: Coaching Executives: Women succeeding in global career</p>	<p>Discussion 8 assigned to Group 1 Begins July 29 ends August 4 Paper 8 by Group 8: Group project on Josefchuk, due date August 4</p>
<p>WEEK/ DATES</p>	<p>READING/Lecture</p>	<p>Mini-Case Discussion Topics</p>	<p>Assignments & Due Dates</p>

Week 11 Aug 5-Aug 11	Lecture 13 Special lecture: Human resource management strategies in Different Cultures Lecture 14 Special topic: Assessing East European Cultures Final Exam	Discussion 9: based on Woldu et al., 2006 “A Cross-national Comparison of Cultural Value Orientation of Indian, Polish, Russia and American Employees, Int. J. of Human Resource Management, 17 (6):1076-1094 Final Exam: Chapters 8- 14, includes Bolton, Suutari, Das & Kumar, Josefchuk and Woldu et al.	Discussion 9 assigned to all students. Begins August 5 ends Aug. 11 Final Examination Available from Thursday, August 08, 8 am to Friday, August 09, 11:59 pm
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Grading Information

Weights

Item	Percentage
Mini-case- Group Discussion	10 %
Group Project Paper Report (15%), Peer Eval (5%)	20 %
Midterm Examination	30 %
Final Examination	40 %
Total	100%

Grading criteria (The grading criteria are subject to change. The final grade will depend on the overall class and individual performance)

Scaled Score	Letter Equivalent
>=94	A
90-93	A-
86-89	B+

82-85	B
79-81	B-
75-78	C+
70-74	C
Less than 70	F

Accessing Grades

Students can check their grades by clicking on “My Grades” under “Course Tools”, after the grade for each assessment task is released.

Participation in the discussion topics (mini cases)

Students are expected to provide comments and solutions to the posted questions and problems spelled out in the provided discussion profile available in the course site. As the cases usually reflect the contents and chapter/lecture learning objectives of the chapter under which they are listed, you need to read the chapters as well as the recommended reading sources thoroughly and/or Google for related issues published in academic journals to effectively participate in the discussion.

Participation grade will be based on your level of involvement. It is important to remember that the level of involvement will be evaluated by quality, not quantity of postings. Your posted messages as well as your dialogues with your colleagues with regard to mini-case discussions should bear substance and depth and your views should be supported by published papers.

Due to the large size of the class, weekly discussion topics are distributed to specific groups (see course calendar table). Therefore, only the assigned group members will participate in the discussion and participation grades will be assigned on an individual basis. However, other class members can provide feedback /including their own views in the general discussion area.

Note: However, all are required to participate in general discussion that is assigned for all.

Guideline on Mini-Case Discussion:

Consider the mini-case assignment as a classroom discussion. Remember the quality of your posting is what counts; a posting such as “I agree with his or her point” will not have any significant merit for the course of the discussion and will not be rewarded.

In order to avoid repetitive postings, try to be creative in your discussion. For example, you enrich the discussion session by including in the discussion your personal experience and by citing outside reading materials on similar topics. You can also post related published materials from the collection of journal papers provided as reading sources. Please add references and apply citation, using MLA format.

In your assigned mini-case session, it is required that a) you respond to all outlined questions by conducting detailed discussion; b) In addition to your original posting/s, to provide feedback (at least once) to your group members' original post.

Students may also earn bonus points for their participation grade by contributing to the optional discussions on videos shown on the course site as well as on various articles which will be uploaded during the course of the semester.

Group Project

Project Report Format: you can earn up to a maximum of 15% for your paper report and 5% for group peer evaluation. Individual peer evaluation grade will vary. Each student will be given a grade based on the outcome of group project and his/her level of participation within a group. The group project report will consist of 5 pages, double-spaced and should be typed. The report also should include a separate page for the title of the group project, full names of group members. (ONLY the names of EFFECTIVE participants should be included). In addition, a separate page for reference sources used in the report should be added. For your sources, at least five references excluding your book are required. The references listed on your pages should be cited in text. The citation format is preferred to be in MLA. References should be from reputable journals or textbooks. We highly recommend that you use UT Dallas Library for sources to support and validate the assumption and discussion proposed in your group project papers, mini-case discussion as well as take-home essays.

Peer evaluation should be submitted under the assignment link on the provided group case submission due dates. Peer evaluation is based on individuals' performance. Peer evaluation should have both figures and comments reflecting the following criteria.

- intellectual contribution
- full participation and integrity
- creative and original ideas submitted to the group.
- Resourcefulness and availability on all anticipated meetings and discussion date.

Case profiles for group projects are provided on the course site. Groups will be selected for case studies and reports during the first week of the course. The instructor will assign a group participation grade for each student.

The group project report should include the following components:

- Problem definition/theme of the paper
- Literature and method/s applied to discuss and solve the problem indicated in the paper/case
- Students are expected to write a summary of the original research paper, but by reflecting the objective of the research, the problems raised by the author, the finding of the paper and its relevance to management and cross-cultural management method and communication

Conclusion, including the strength and weakness of the paper as well as alternatives that may be suggested to enhance the validity of the paper based on other references used to write the report.

Groups will be assigned projects in the beginning of the class and students will be notified under Announcements. Each group can use the available group tools under its own group area in the course to communicate and collaborate with group members.

Assignment submission instructions

You will submit your homework, group project and peer evaluation (in the required file format with a simple file name and a file extension) by using the Assignments tool on the course site. Please see the Assignments link on the course menu or see the icon on the designated page. You can click each assignment name link and follow the on-screen instructions to upload and submit your file(s). For additional information on how to submit assignments, view the [Submitting An Assignment video tutorial](#).

Please note: each assignment link will be deactivated after the assignment due time immediately. After your submission is graded, you may go to My Grades on the course menu and click on the score link to check the results and feedback. Only a designated group member will submit the assignment on behalf of the group and all group members will be able to view the result and feedback once your report is graded.

Online Exams (Midterm and Final)

Students will be evaluated on two timed online exams administered on the honor system. The questions for the exam will be drawn mostly from Adler's textbook, assigned articles and lecture notes. Mid-term and Final exam will include both multiple-choice (MCQ) and essay questions. In order to obtain full grade, the essays need to be analytical in nature and supported by at least two sources from referred journals or books (two sources per essay). Sample essay questions are posted on the module page. An MCQ sample test is also available for you to practice and getting familiar with the testing system. However, the grades on the sample test will not be counted in the grading system.

The exams will be available on the days indicated on the schedule and instructions will be given indicating the total time allowed for completion once the exam is opened. The instructor can change the system of examination and re-evaluate the entire class if the honor system procedures do not function as expected.

The exams will be available under the Quizzes and Exams 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 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 quiz to view your graded submission.

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](#).

Course & Instructor Policies

Make-up exams

Make-ups for assignments, midterm and final exams are possible only under extraordinary situation and the instructor may not give full credit to late exams depending on the condition why the reasons why the examinee didn't take the exam. All justified makeups will be subject to 20% deduction.

Extra Credit

No

Late Work

Only accepted under extraordinary situation and subject to 20% deduction

Special Assignments

Only accepted under extraordinary situation

Class Attendance and Participation

Students are required to login regularly to the online class site. The instructor will use the tracking feature in eLearning to monitor student activity. Students are also required to participate

in all class activities such as discussion board activities, chat or conference sessions and group projects.

Classroom Citizenship

The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper etiquette when interacting with class members and the professor.

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.”

Accommodations for Students with Disabilities

The University of Texas at Dallas is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. If you are seeking classroom accommodations under the Americans with Disabilities Act (2008), you are required to register with the [AccessAbility Resource Center \(ARC\)](#), located in the Administration Building, Suite 2.224. They can be reached by [email](#), calling 972-883-2098, or at their [website](#). To receive academic accommodations for this class, please register and request services by completing the Request for Services form with the proper documentation and meeting with the Director of ARC at the beginning of the semester.

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 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.