

**IMS 6365.501**  
***Cross Cultural Communication and Management***  
***Course Syllabus***  
School of Management  
The University of Texas at Dallas

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**Course Information**

Course Number/Section	IMS 6365-501
Class Timings	Wednesday 7:00 – 9:45 pm
Class Room	SOM 2.904
Course Title	Cross-Culture Communication and Management
Term and Dates	Spring 2017

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**Professor Contact Information**

Professor	Dr. Habte G. Woldu
Office Phone	972-883-6357
Email Address	<a href="mailto:wolduh@utdallas.edu">wolduh@utdallas.edu</a>
Office Location	SM 4.805
Office Hours	Tuesday & Thursday 1:30 pm – 3:00 pm
Web site	<a href="http://jindal.utdallas.edu/faculty-and-research/habte-g-woldu/">http://jindal.utdallas.edu/faculty-and-research/habte-g-woldu/</a>

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**About the Instructor**

Dr. Habte Woldu is a faculty member and Director of International Management Programs at the School of Management, UT Dallas. Courses taught include Cross Cultural Communications and Management (online, on campus), Global Business (online, on campus), Area Studies: East and West Europe, Africa and Asia, and undergraduate section of International Business. Research interest: cross-cultural management, quantitative analysis of cultural dynamics within demographic groups, East European Studies and African Economic Development.

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

The course is designed for graduate students who have already taken organization behavior, international business and international marketing management.

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**Course Description**

This course is designed to help students understand the importance of national and organizational cultures with the objectives of enhancing communication among individuals, organizations and nations in order to understand cultural differences and to be able to effectively manage those differences. The course deals with various issues related to complexity of culture, cultural orientation of different organizations and individuals and the mapping of world cultures through the cultural dimensions of Hofstede and others.

The course will enable students to develop skills of communications, managing cultural differences in a multicultural environment, and the art of negotiation so that international

businesses can be effectively managed and business failures related to cultural blunders can be minimized. Finally, students through various contemporary studies will be able to understand the cultural dynamics that has been taking place globally.

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### **Student Learning Objectives/Outcomes**

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

- 1 Recognize the impact of national cultural value system on the behavior of managers and business organizations.
- 2 Demonstrate the understanding of the cultural orientation of nations and organizations through cultural dimensions of organizational theorists: Adler, Hofstede, Laurent, McGregor and Laurent
- 3 Demonstrate the understanding of the challenges of team building and motivation of diverse manpower with a diverse cultural background.
- 4 Develop competency in oral, written and interpersonal communications through case presentation and research report.

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### **Required Textbooks and Materials**

#### **Required Texts:**

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

The textbook can be ordered online through Off-Campus Books or the UTD Bookstore. They are also available in stock at both bookstores.

#### **Required Materials:**

Articles (available at course site):

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

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

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

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

Mäkelä, K., & Suutari, V. (2009). Global careers: A social capital paradox. *The International Journal of Human Resource Management*, 20(5), 992-1008.

Das, T.K. and Rajesh, K., Interpretive schemes in Cross national alliances, *CMM* 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

Haanaes, K., Michael, D., Jurgens, J., & Rangan, S. (2013). Making sustainability profitable. *Harvard Business Review*, 91(3), 110-115.

## **Suggested Course Materials**

### **Recommended Reference Texts (not required):**

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

Walker, Danielle, Walker, Thomas and Schmitz, *The Guide to Cross-Cultural Success: Doing Business Internationally*, McGraw Hill, 2nd edition, 2003

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

Shenkar, Oded, *Global Perspectives of Human Resource Management*, Prentice-Hall, Inc. Englewood Cliffs, New Jersey, 1995

Trompenaars, Fons, *Riding the Waves of Culture: Understanding Diversity in Global Business*, 2nd edition, 1998, McGraw Hill, 1998

### **Recommended Article (not required):**

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.

## **Assignments & Academic Calendar**

### **Class Participation**

Students are expected to come to class prepared and participated in class fully in order to earn grade for their in class activities.

### **Participation in the mini-case discussion topics**

Students are expected to provide comments and solutions to the posted questions and problems spelled in mini-case profiles. More expanded versions of the cases are available in Adler (your textbook). The short narrated mini-cases are found under "Mini-Case Profiles" under Course Material. As the cases reflect the contents and the objectives of the chapters under which they are listed, you need to read the chapters thoroughly. In order to have full credit, each student belonging to a particular group should participate in the assigned respective mini-case. Though each student is assigned to a specific mini-case discussion group, discussion grade assigned to each group member will be based on individual performance. 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. Your input as well as your dialogues/ebates with your colleagues mini-cases and group projects should bear substance and depth.

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.

Guideline on Mini-Case Discussion:

- Consider class room discussion. Remember quality of your suggestion/critique is what counts; statements 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.
- You may enrich the discussion session by including in the discussion your personal experience and by citing outside reading materials on similar topics. You can also relate your views to useful published materials.

### **Group Projects**

Groups will be selected for case studies/article summary. Each group will work on a separate case (article) and a 5-6 double-spaced page written report, which will be submitted on the specific due dates as indicated in the course schedule table. The summary should also be supported by 5-6 similar research papers from refereed journals and books.

The summary of the article should include:

- a) Objective/s of the article
- b) The problems/hypotheses the author/s seek/s to examine
- c) The methods of research used in the analysis
- d) The finding/s of the paper
- e) The relevance of the article to comparative management
- f) Conclusion
- g) The strength and weakness of the article

Groups will be assigned at the beginning of the class and will be notified under Announcements.

### Participation in Group Project:

All students are expected to participate in group activities and share the group assignment works. Instructor will ask each group member to evaluate all other group members' participation. A Peer Evaluation Form will be submitted by each student. Based on the evaluation information, instructor will assign a group participation grade for each student. However, peer evaluation should be done on the due date of the project.

### Group Project Grading Policy

Group Project grade will be assigned for all group members equally, however, if a group member didn't participate in the project fully, he/she may not be granted the same grade which is assigned for the group.

## Academic Calendar

WEEK/ DATES	READING	Weekly Discussion on mini-cases
1 01/11	Ch. 1 An Introduction: Culture and Management	Self Introduction  Group Distribution
2 01/18	Ch. 2 How Cultural Differences Affect Organizations	Discussion 1: Individualism collectivism: The German won't hire the Serbian daughter, Adler, p. 29 Group 1 members <b>(Each member participates in the discussion on individual basis)</b>
3 01/25	Ch. 3 Communication across Cultures	Group 1 Project Report and Presentation on Hofstede
4 02/01	Ch. 4 Creating cultural synergy	Discussion 2: Activity of doing Vs. being: Kashmir Vs. Sweden, Adler, 2008, 31 Group 2 members
5 02/08	Ch. 5 Multicultural teams	Group 2 Project Report and Presentation on Haanaes, Michael, Jurgens, & Rangan.
6 02/15	Ch. 6. Leading Globally	Discussion 3: The long term versus the short term organizational cultures: Japanese and Canadian Negotiation Adler 2008, p. 32 Group 3 members
7 02/22	Ch. 7 Motivating people from around the world: Inspiring people to contribute	Group 3 Project Report and Presentation on Das and Kumar
8 03/01	<b>Midterm Exam</b>	<b>Ch. 1-7</b>

03/08	Ch. 8 Multinational decision making	Discussion 4: What Motivates people in Different Cultures? A New Hotel in Tahiti, Adler p 187 Group 4 members
<b>SPRING BREAK</b>		
10 03/22	Ch. 9 Negotiating globally	Gr 4 Project Report and Presentation on Dadfar and Gustavsson
11 03/29	Ch. 10 Managing cross-cultural Transitions: Moving abroad and coming back home	Discussion 5 Trusting or Naïve: Canadian Employees and Filipino Manager Adler, 2008, p 46 Group 5 members
12 04/05	Ch. 11 A Portable life: The Expatriate Spouse	Group 5 Project Report and Presentation on Bolton
13 04/12	Ch. 12 Global Careers: succeeding in the 21 <sup>st</sup> century	Discussion 6 Ethical Decision Making: Hazardous materials in West Africa Adler, 2008, p. 217
14 04/19	Lecture 13: Special lecture: Human resource management strategies in Different Cultures	Group 6 Project Report and Presentation on: Makela & Suutari
15 04/26	Lecture 14: Special topic: Assessing East European Cultures.	Reflection Discussion Based on: Managing Business Abroad-Video Clips 1-5
16 05/03	<b>Final examination</b>	<b>Chapter 8-14</b>

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## Grading Policy

### Weights

Group Mini-case Discussion Participation	10 %
Group Project & Peer Evaluation (15+5)	20 %
Class Participation	15 %
Midterm Examination	25 %
Final Examination	30 %
Bonus- A short reflection paper on how the Stories narrated in the five short video clips are correlated with the cross cultural theories learned in class.	5 %
<b>Total</b>	<b>100% + 5%</b>

## Grading criteria

Scaled Score	Letter Equivalent
$\geq 91$	A
88-90	A-
85-87	B+
80-84	B
78-79	B-
75-77	C+
70-74	C
Less than 70	F

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## Course & Instructor Policies

### *Make-up exams*

Make-up exams are allowed only if the condition for not taking the examination was extraordinary. A student who takes a make-up exam will earn a maximum of 80% if the reasoning for retaking the exam was not convincing to the instructor.

### *Late Work*

Not accepted unless there is any special situation preventing a student from completing the work on time.

### *Class Participation*

Students are expected to come to class prepared and participated in class fully in order to earn grade for their in class activities.

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## 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.”

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## 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 <http://go.utdallas.edu/syllabus-policies> for these policies.

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