BCLA BUSN 3370
Intercultural Management

CAPA BARCELONA PROGRAM

Course Description

This course is designed to introduce students to concepts and fundamentals of international management. The course will consider aspects of management within an international and culturally complex environment, while considering the business influences within the global workplace. Students with or without prior international management knowledge will benefit from the course. Organizational effectiveness demands that personnel do the right things efficiently. Therefore, the role of management is to strive for and maintain the goals of the organization. Being an effective manager is not just telling others what to do. It is also about effective leadership, training, and communication. Having effective managers can be a cost saving tool for all organizations of all sizes. Corporation executives, supervisors and managers are aware of the importance of and difficulty in finding and retaining highly skilled employees (a time-consuming role of management).

Today's managers need a systems view of the organization. This course will help you think of the organization as a system rather than as a work unit where tasks are performed. Most of you will, after graduating, become supervisors and managers and be required to provide training and leadership for your personnel. In just about any organization, you will be working with people who will have a different cultural background than that of your own, you may be working as an expatriate in a different country, or you may experience any of a number of multicultural challenges. This course will help you prepare for these eventualities.

Course Aims

The course's primary goal is to discuss key concepts and principles of international management. To that aim, it interplays the perspectives of the agent and the observer as a resource to analyse particular features of management in intercultural settings, including intercultural communication, decision making, strategy implementation, political power and risk in international operations, leadership and motivation.

Requirements and Prerequisites

There are no prerequisites for this course. Students with or without prior international management knowledge will benefit from the course.

Learning Outcomes

By the end of the course, students should be able to:
- · Apply key concepts of intercultural management reflexively;
- · Improve flexibility in reasoning;
- · Conceive organizations systemically;
- · Understand the role of culture in international management;
- · Assess contextual features of intercultural environments;
- · Design a cultural profile;
- · Communicate effectively in intercultural settings;
- · Think intercultural management strategically;
- · Think leadership and motivation in a multicultural context;
- · Assess political risks in international operations.

Developmental Outcomes

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences.

Class Methodology

The class will consist of lectures conducted in seminar fashion, with regular student participation through presentations and group work. A typical class would consist of students synthesizing and presenting information acquired from a text chapter or assigned article. Discussion and in-class exercises will follow each presentation to further examine fundamental aspects of international management concepts.

Selected case studies will be assigned by the instructor. Students will be asked to read and analyze each case carefully. This will be followed by general class discussion and/or presentations.

General class themes include:

- Intercultural Effectiveness in Global management

- Implementing Strategy, Structure and Systems

- Cultural dynamics and the international manager

- The individual worker in an international intercultural context

- Team dynamics in international intercultural management

- Leadership in a global context

- Change management

- Motivation and Power

General Session structure (1h 45minutes):

- presentation/discussion of chapter assigned to students OR presentation/discussion of reading

- from assigned article(s)/cases OR short quiz

- lecture/presentation of topic by the professor

- In-class exercise/case study/analysis and class discussion

- Summary, next steps, assignments

Field Components

CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in field activities for this course is required. You will actively explore the city in which you are currently living. Furthermore, you will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course.

Fieldtrips will be organized, as possible, during class hours and eventually in other moments.

Guest Speakers: As far as available, guest speakers will present varying aspects of management, as experienced from the international company where they work. Students may query them on the subject matter covered in their presentation as well as what it was like to work in their particular company and country.

Students are also strongly encouraged to participate in **co-curricular** program activities, among which the following are suggested:

Raval Street Art Tour
Montjuic Hike
Park Guell Tour
Language Exchange w/local students
Montserrat Visit
Tarragona Day Tour

Assessment/Grading Policy

Descriptor	Alpha	UK	US	GPA
Excellent	A	75+	93+	4.0
	A-	70-74	90-92	3.7
Good	B+	66-69	87-89	3.3
	B	63-65	83-86	3.0
	B-	60-62	80-82	2.7
Average	C+	56-59	77-79	2.3
	C	53-55	73-76	2.0
Below Average / Poor	C-	50-52	70-72	1.7
	D+	46-49	67-69	1.3
	D	40-45	60-66	0.7
				1.0
Fail	F	<40	<60	0

Grade Breakdown and Assessment of Learning Outcomes

Assessment Task	Grade %	Learning Outcomes	Due Date
Class participation/Small group discussion	10%	a, b, c, d	Weekly
Management of case study	30%	a, b, c, d	Weekly from Week 3
Mid-term exam	30%	a, b, c, e	Week 6
Final Exam	30%	all	Week 12

Assignments

Evaluation Percentage	
Presentations/participation	10%
Mid-term exam	30%
Management of change case study	30%
Final Exam	30%
Total	100%

Management of case study

Your CASE STUDY is worth 30% of the course grades. This case study provides an

opportunity to develop, edit, and polish your thoughts regarding emerging trends in the broad field of management/ training and development/total quality improvement.

The Case study will use issues of culture, identity, and image to assess the organization, then make proposals for change on an allocated case. This will involve both primary and secondary research and the reading of one academic peer reviewed journal paper.

Dress Code
None

Required Readings
• Deresky, H. 'International Management', 4th ed. Pearson/Prentice Hall
• Browaeys, M & Price, R. (2008) Understanding Cross-Cultural Management, Prentice Hall.

Recommended Reading(s)
Selected articles, Internet back-up, case studies will be given by the teacher

Suggested daily and weekly reading:

Text chapters, business cases and articles, as assigned (required)

In English: Business Week, The Economist, Time,

Complementary Readings

Appadurai A (1996) Modernity at Large: Cultural Dimensions of Globalization. London: Univ. Minnesota Press.

Beck U (2005) Power in the Global Age. London: Polity.

Ghauri P (2004) 'Designin and Conducting Research Case Studies in International Management'. In R Piekkari and C Welch (eds.) Handbook of Qualitative Research Methods for International Business. London: Elgar.

Gudikunst W B (ed.) (2005) Theorizing About Intercultural Communication. London: Sage.

Kögler H-H (2016) 'How to Understand Intercultural Violence?'. In M Xie (ed.) The Agon of Interpretation. Toronto: Univ. Toronto Press.

Martin J N, Nakayama T K (2010) 'Intercultural Communication and Dialectics Revisited'. In The Handbook of Critical Intercultural Communication. London: Blackwell, 59-82.

McKellar R (2010) 'Political Risk: Analytical Variables'. In A Short Guide to Political Risk. Farnham: Gower.

Robertson R (1992) Globalization. London: Sage.

Waters M (2010) Globalization. London: Routledge.

Weekly Course Schedule

Week 1: Course Introduction	
Description	**Readings & Assignments**
• Welcome and course presentation • Culture, Management and Globalization	None

Week 2: Understanding the Role of Culture in International Management	
Content & Description	**Readings & Assignments**
• The concept of culture • Societal Values and Practices • Culture, Organizations and Management	*Essential reading*: Deresky H (2017) 'Understanding the Role of Culture'. In *International Management*, Boston: Pearson, 105-138. *Complementary readings*: Appadurai A (1996) 'Global Ethnoscapes'. In *Modernity at Large: Cultural Dimensions of Globalization*. London: Univ. Minnesota Press, 48-64. Robertson R (1992) 'Globalization as a Problem'. In *Globalization*. London: Sage.

Week 3: Communicating Across Cultures	
Content & Description	**Readings & Assignments**
• The Structure of Communication • The Communication Process • The Cultural Background of Communication • Managing Cross-Cultural Communication • Digital Communication, Social Media and Global Business	*Essential reading:* Deresky H (2017) 'Communicating Across Cultures'. In *International Management*, Boston: Pearson, 148-180. *Complementary readings*: Gudikunst W B (2005) 'An Anxiety/Uncertainty Management Theory of Effective Communication'. In *Theorizing About Intercultural Communication*. London: Sage, 281-321. Kögler H-H (2016) 'How to Understand Intercultural Violence?'. In M Xie (ed.) *The Agon of Interpretation*. Toronto: Univ. Toronto Press. Martin J N, Nakayama T K (2010) 'Intercultural Communication and Dialectics Revisited'. In *The Handbook of Critical Intercultural Communication*. London: Blackwell, 59-82.

Week 4: Cross-Cultural Negotiation and Decision Making	
Content & Description	**Readings & Assignments**
• The Negotiation Process • Negotiation Styles • Managing Negotiation • The Influence of Culture in Decision Making	*Essential reading:* Deresky H (2017) 'Cross-Cultural Communication and Decision Making'. In *International Management*, Boston: Pearson, 182-194.

• Case Study: Negotiations and Decisions in the Eurozone	

Week 5: Review Class and Preparation of Group Projects

Content & Description	Readings & Assignments
• Cultural Dimensions of International Management • Case Study: Vodafone in Egypt • Designing Group Projects	*Essential readings:* Deresky H (2017) 'Vodafone in Egypt'. In *International Management*, Boston: Pearson, 213-222. Ghauri P (2004) 'Designing and Conducting Research Case Studies in International Management'. In R Piekkari and C Welch (eds.) *Handbook of Qualitative Research Methods for International Business*. London: Elgar.

Week 6: Mid-Term Exam

Content & Description	Readings & Assignments
• Culture, Globalization and Management • Cross-Cultural Communication • Cross-Cultural Negotiation	Essential set readings

Week 7: Market Globalization, Political Power and Risk

Content & Description	Readings & Assignments
• The Political-Economic Overlapping • International Relations and Business • The Global Business Environment • The Legal Environment • The Technological Environment • Political Risks	*Essential reading:* Deresky H (2017) 'Assessing the Environment – Political, Economic, Legal, Technological'. In *International Management*, Boston: Pearson, 22-60. *Complementary readings*: Beck U (2005) 'Power and Counter-Power in the Global Age: The Strategies of Capital'. In *Power in the Global Age*. London: Polity: 116-164. McKellar R (2010) 'Political Risk: Analytical Variables'. In *A Short Guide to Political Risk*. Farnham: Gower. Waters M (2010) 'Trading Places: The International Economy'. In *Globalization*, London: Routledge.

Week 8: Strategies for International Operations

Content & Description	Readings & Assignments
• Strategic Alliances • Formulating and Implementing Strategies • Knowledge Management • Case Study: Foreign Companies in China Under Attack	*Essential reading:* Deresky H (2017) 'Formulating and Implementing Strategy for International and Global Operations'. In *International Management*, Boston: Pearson, 233-276.

Week 9: Organization Structure and Control System

Content & Description	Readings & Assignments
• Organizational Structure • Organizing for Globalization • Emergent Structural Forms • Choice of Organizational Form • Control System for Global Operations • Case Studies: IKEA in India and Wal-Mart in Africa	*Essential reading:* Deresky H (2017) 'Organization Structure and Control System'. In *International Management*, Boston: Pearson, 306-332.

Week 10: Leadership in a Multicultural World

Content & Description	Readings & Assignments
• Cross-Cultural Research on Motivation • The Global Leader's Role and Environment • Contingency Leadership • Integrative Case: IKEA in Russia	*Essential reading:* Deresky H (2017) 'Motivating and Leading' and 'IKEA in Russia'. In *International Management*, Boston: Pearson, 436-464, 477-484.

Week 11: Review Class and Group Projects

Content & Description	Readings & Assignments
• Group Projects Presentation • Review Class	Essential set readings

Week 12: Final Exam

Content & Description	Readings & Assignments
• Cultural Dimensions of International Management • Political Risks and international operations • Organizational Structure and Management • Leadership and Motivation	Essential set readings

Attendance, Participation & Student Responsibilities

Attendance: CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. The first time a student has an unexcused absence for a class, their grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3 percent reduction of the final grade (for example: an A- [92] will become a B+ [89]). The student will be placed on academic probation at this time. Three unexcused absences per class will result in failure of the course. A pattern of three absences in more than one course will result in dismissal from the program. If a student arrives late for a scheduled class, it is the student's responsibility to notify the instructor to ensure that they are added to the class register for the session.

Excused Absences: Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, students must contact excusedabsencesbarcelona@capa.org ahead of time and provide evidence (e.g. a doctor's note) of the reason for their absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still contact CAPA to inform CAPA they will not be in class. In addition to contacting excusedabsencesbarcelona@capa.org, it is the responsibility of the student to contact their instructor and make up any missed assignments.

Class Participation: Students are expected to participate in all classes and to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assigned reading BEFORE the class and arrive at the session on time. Participation is a vital part of students' grade: students are expected to participate in class and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others will not be tolerated.

Academic Accommodations: Any student who feels they may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact the instructor and/or the Director of Academic Affairs privately to discuss their specific needs. Students requesting accommodations must have their home institution's Disabilities Services or an appropriate licensed professional or healthcare provider submit official documentation directly to CAPA in a timely manner outlining their specific needs. If the documentation is submitted by a provider other than the home institution's Disabilities Services, it must be someone familiar with the history and functional limitations of the student's disability (not a relative or family member of the student). Any required accommodations will be approved by CAPA's Vice President for Academic Affairs, in consultation with relevant Academic Directors, before being relayed to faculty. Any student who requires an accommodation based on official documentation should also discuss their needs directly with their instructor.

Academic Integrity: A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in their scholastic work and class behavior. Plagiarism, self-plagiarism and cheating can result in dismissal from the program. Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Student's risk receiving a "0" for any assignments in which they have duplicated their own work. All substantial writing assignments will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA's Academic Standards and Policies for more information and resources on plagiarism.

Sexual Misconduct, Required Reporting, and Title IX: CAPA: The Global Education Network is committed to encouraging a safe and healthy environment at our CAPA centers. This commitment includes the understanding of, and applicable adherence to, the guidelines outlined in Title IX of the Education Amendments of 1972. Title IX necessitates that US universities provide equity in all educational programs and activities without sex discrimination. CAPA understands the implications of Title IX compliance for our institutional partners and thus endeavors to support this compliance as a vital aspect of partnership. The safety and security of all students during a program is a matter of crucial importance to CAPA. To facilitate this, CAPA encourages students to openly disclose any and all information that is Title IX relevant so that CAPA staff can provide support and connect students with appropriate resources. Because students may not understand the implications of Title IX abroad, CAPA will work to advise students about the resources available through Title IX and explain the importance of compliance in Title IX reporting. CAPA will work to build student confidence in CAPA's status as a mandated reporter by outlining the advantage of disclosure for the student, reassuring them that any information disclosed will not be used in an inappropriate manner, and stressing that individuals will only be informed on a need-to-know basis.

Use of Electronic Equipment in Class: All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless students have express permission from the faculty, or they have been instructed to do so. If students require an accommodation to use any type of electronic equipment, they must inform the Director of Academic Affairs at the beginning of term.

Use of Electronic Translators: In language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a "0" (F) grade for the course.

Late Submission: Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request for an extension must be made to the relevant faculty member no later than two days prior to the due date. Late submission without prior approval will result in a 3 percent per day deduction of the final grade. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of "0" (F) will be given for the assessment.

Behavior during Examinations: During examinations, students must do their own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, and students may not access online resources of any kind, compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam and may lead to failure of the course and disciplinary action.