



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit W. P. Carey School of Business Department Management

Subject MGT Number 400 Title Cross-Cultural Management Units: 3

Is this a cross-listed course? No
If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course

Course description: Cultural role in international business relations; applied principles of cross-cultural communications, negotiations, and management; regional approaches to business relations.

Requested designation: Cultural Diversity in the United States-C

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
Criteria Checklist for the area
Course Catalog description
Course Syllabus
Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name James H. Moore Phone 480 965-3230

Mail code 4006 E-mail: James.H.Moore@ASU.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): James H. Moore Date: 2/11/15



ARIZONA STATE UNIVERSITY

Chair/Director (Signature):

*John F. Meyer*



Arizona State University Criteria Checklist for

**CULTURAL DIVERSITY IN THE UNITED STATES [C]**

**Rationale and Objectives**

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[C] CRITERIA</b>			
<b>CULTURAL DIVERSITY IN THE UNITED STATES</b>			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in <b>contemporary</b> U.S. Society.	1) Syllabus, 2) Course Pack Reading List
		2. A Cultural Diversity course must then meet <b>at least one</b> of the following specific criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	1) Syllabus, 2) Course Pack Reading List
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States.  *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc.  **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	

Course Prefix	Number	Title	General Studies Designation
MGT	400	Cross-Cultural Management	Cultural Diversity in the United States (C)

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example-See 2b. Compares 2 U.S. cultures	Example-Compares Latino & African American Music	Example-See Syllabus Pg. 5
1: The course must contribute to an understanding of cultural diversity in contemporary U.S. Society	<p>Class contributions toward understanding the cultural diversity in contemporary U.S. Society are explicit and implicit throughout the entire course. Although the title of the course is Cross-Cultural Management, which, by definition, means to look at two different cultures (usually countries) a theme that begins on day one of the class is that we cannot know other cultures well, if we do not understand our own culture(s) first.</p> <p>Again, an organizing theme of this class is that one must understand one's self, before one can understand another. Before we can discuss a cultural-diversity issue in another culture is necessary that we have an understanding of that issue here in the U.S. This understanding can be both locally here at ASU, and more distally in other locations as revealed in the getting to know you exercise, or in the Expatriate Management assignment.</p> <p>In developing an awareness of, and a facility in dealing with,</p>	<p>The getting to know you exercise listed on the first day of class (Syllabus, p. 6) goes beyond just introducing each other. The getting to know you exercise starts off with such questions as: 1) How many of you were born in a country different from the U.S.? Where was this? How many of you had parents born outside of the U.S.? Where was this? How many of you have traveled outside of the U.S. or to other regions in the U.S. (e.g., Texas, Louisiana, New England) that seem to have distinct different regional cultures?</p> <p>2) How many of you were born outside of Arizona?</p> <p>From this quick discussion we get a quick feeling for some diversity in nationality and regional diversity. We also develop a feeling for how, these factors may change over time as expressed through the students' own experiences. We also discuss if the students' experiences are typical of the population at large.</p> <p>The class discussion goes on to another topic asking how many of you are the first in your</p>

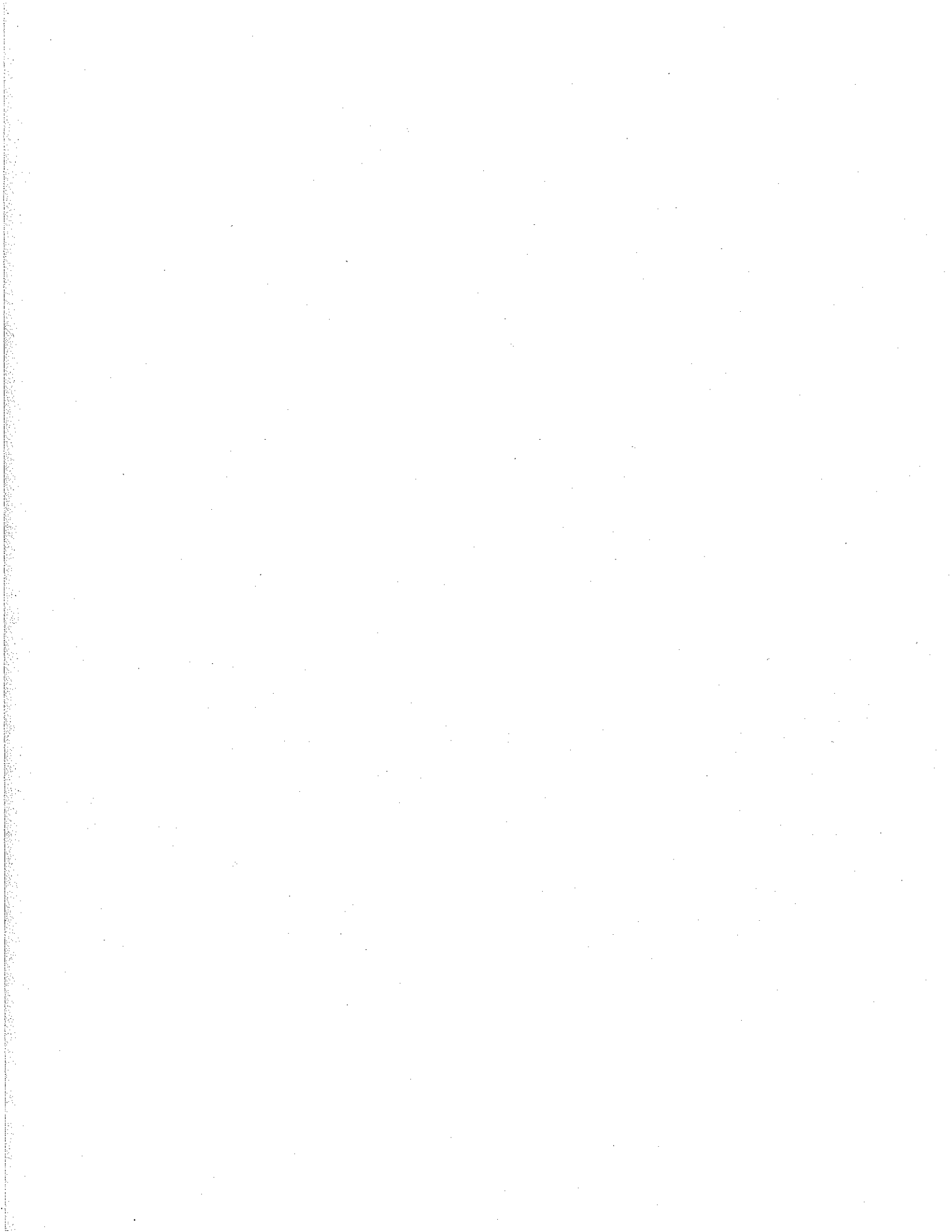
	<p>cultural issues our students must be necessity be aware of the diversity within their own local environment here within the U.S.</p>	<p>family (parents, siblings) to graduate from college? This leads to some discussion of education and socioeconomic diversity within the U.S. and, with the previous series of questions, looks to tie together such issues as ethnicity, national origin, gender, education, and socioeconomic status.</p> <p>3) This discussion then moves on to how Arizona, which is a highly transient state, might have more diversity than a state (e.g., Iowa, Louisiana) that is less transient. How might different regions within the U.S. vary on some of these culture/diversity issues? What about other countries? Where would we expect to see greater, or lesser, variances in diversity?</p> <p>The assignments (Syllabus, pp. 6-9) in class, whether they focus on the U.S. or not, will always draw implicit attention to how an issue is dealt with in the United States. For example:</p> <p>Gender: The "Ellen Moore: Living and Working in Korea" (Course Pack Reading List) case brings up issues about glass ceilings and patriarchal societies in Korea, but also here in the U.S. The industry that Ellen Moore works for is fairly open to women (compared to other industries) and this leads to a discussion of gender diversity in employment within the U.S. in different occupational fields. The same issue of gender is also addressed in the IKEA case (Course Pack) where the working conditions of women and children in the textile factories of India and Pakistan are sharply contrasted with the end consumers in Western Europe. The discussion of "Is it better to have an unsafe job, or no job (or limited job choices)?" resonates with gender issues here in the U.S. in</p>
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		<p>class discussion.</p> <p>Ethnicity: Several cases deal with ethnicity in different ways. The "Ellen Moore" case above deals with a fairly homogeneous culture in Korea compared to the U.S. A Korean coming to the U.S. would feel less of an "out-group" experience than a U.S. citizen would feel working in Korea. Likewise, in the "Wolfgang Keller at Konigsbrau case" (Course Pack) deals with in-group and out-group experiences with a German manager having problems dealing with a Ukrainian subsidiary. Because of events during World War II, Germans are more of an out-group in the Ukraine than other Europeans. The Wolfgang Keller case leads up to class discussion of dealing with "good" ethnicities that feel less of an out-group stigma, compared to "suspect" or marginalized ethnicities that experience a stronger out-group pressure.</p> <p>Religion: The "Managing a Diverse Workforce in Indonesia" (Course Pack) case examines a Norwegian manager dealing with religious accommodations for a paper company subsidiary in Indonesia. The Indonesian enterprise employs Muslims, Christians and Buddhists with the Muslims representing the largest group. The issue to be dealt with is whether to build a small mosque next to the factory so that the Muslim employees can observe daily prayers and holidays in a convenient manner during the work day. This case always brings up the issue of religious diversity within the U.S. and what are fair, legal and desirable ways to deal with the issue.</p>
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<p>2a: The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as...work) of gender, racial, and ethnic minority groups within the United States</p>	<p>The course begins by defining culture (chapter 2) and goes on to examine how culture impacts such basic elements of human interaction as; Motivation (chapter 7), Leadership (chapter 8), Decision Making (chapter 9), Influence and Negotiation (chapter 10), and Human Resource Management and employment practices (chapter 12). The course context is always explicitly on international diversity, but the class is necessarily organized in such a way that we cannot really examine how other cultures vary if we do not first understand how our own culture is comprised and its variance within. The text chapters give the students the theoretical tools to examine these issues, the numerous case studies give the students plenty of opportunities to examine and discuss these issues in real-world, practical, and current contexts. The semester project, the Managing Expatriate assignment, gives the students the opportunity to apply this knowledge in a practical manner in designing a expatriate preparation plan for an "identified" individual with a set of cultural/diversity identities (gender, religion, ethnicity, education, family status, socio-economic status, linguistic...) in preparation for a foreign assignment, and eventual repatriation.</p>	<p>The textbook will deal with an issue such as Hofstede's 5 Dimensions of Culture (Power Distance, Individualism, Masculinity, Uncertainty Avoidance, and Long Term Orientation) and describe what these terms mean theoretically, and then give examples of how these cultural elements vary from country to country, and how monolithic or dispersed these tendencies may be in different countries. This will lead to discussion of different value systems among different ethnic and nationality groupings. This naturally progresses to developing an understanding of the causes of conflicts and congruence in interactions between individuals of one group with individuals of another. Models of cultural transmission are also discussed. The natural instinct of every student (and instructor) in this class will be to identify how do I as an individual, or how do I as a member of different groups (gender, religion, nationality and linguistic abilities) cope with these factors in day-to-day interactions with others who I am more and less similar to me?</p> <p>The Culture Showcase assignment (Syllabus, pp. 3-4) focuses on comparing and contrasting two different cultures/nationalities outside of the U.S., but the Q&amp;A period after each presentation will always bring out to the front the third comparison - that of the students and their experiences here within the U.S.</p> <p>The Expatriate Management assignment involves the students "identifying" a U.S. employee with a given set of cultural attributes (e.g., 32 year old Roman Catholic male, with an engineering degree, who comes from large family in</p>
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		<p>Chicago, who works for Ford Motor Company in Detroit, and who will be going on a 2-year assignment into Brazil as a production manager of a plant undergoing renovations. He will be accompanied by his wife and two school age children, OR that of a 28 year-old, unmarried, Latina lawyer (Cuban descent) from Miami who will relocate to Barcelona for two years while following a client of her Miami law firm employer). Though these employees are fictitious, the students in class need to devise real expatriate preparation plans (and repatriation plan) for these employees that account for the diversity in who they are and where they are going.</p>



## Course Catalog Description

### **MGT 400 - Cross-Cultural Management**

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**Course description:** Cultural role in international business relations; applied principles of cross-cultural communications, negotiations, and management; regional approaches to business relations.

**Units:** 3

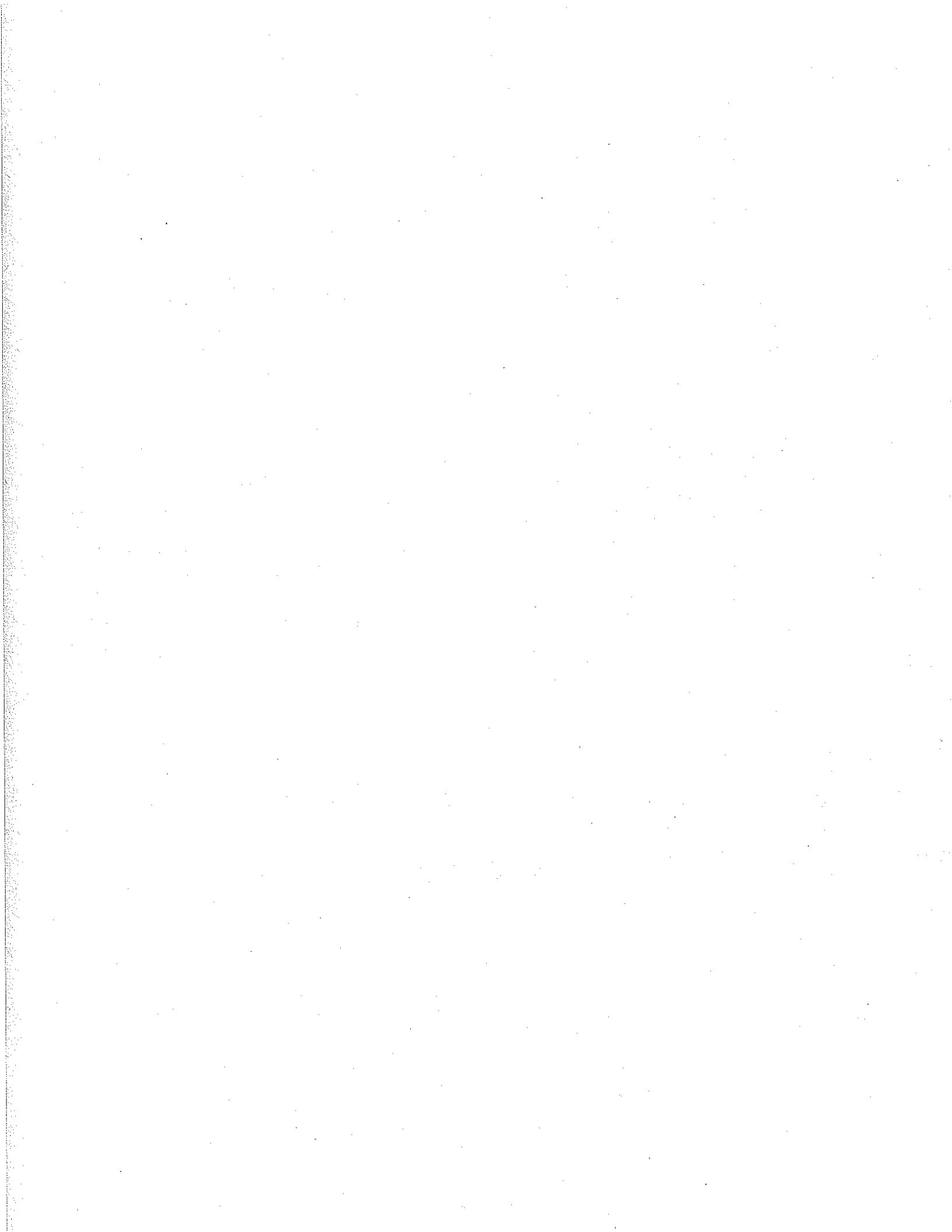
**Repeatable for credit:** No

**General Studies:** C & G

**Offered by:**

W. P. Carey School of Business

**Pre-requisites:** WP Carey BS or BA student, OR non-business student with min 2.5 ASU cum GPA and min 56 earned hours; MGT 300 or 303 or 320 or 380 with C or better.





ARIZONA STATE UNIVERSITY

**MGT 400 - Fall 2015**

**CROSS-CULTURAL MANAGEMENT**

**10:30am-1:15pm Thursday (West)**

**Class Meets:** Thursday 10:30am- 1:15pm (West campus, CLCC L1-74)  
**Instructor:** Peggy Lee  
**E-mail:** Peggy.Lee@asu.edu (**This is the best way to reach me**)  
**Office:** BA 323I (3<sup>rd</sup> floor, South Wing of BA building). On West Campus, S377  
**Phone:** 480-965-7118  
**Fax:** 480-965-8314  
**Office Hours:** One hour before class and by appointment.

*If you have any questions, do not hesitate to email me to set up a meeting.*

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**Course Description and Objectives**

The increase in the globalization of business requires everyone, especially managers, to work effectively in international assignments, to collaborate with cross-cultural teams, and to manage the increasingly diverse workforce, customers and clients. Therefore, managers need to acquire cultural competencies that go beyond traditional managerial competencies. The main objective of this course is to provide students (i.e., future managers) a sound basis for developing such cultural competencies. This course seeks to provide an understanding of effective cross-cultural management skills and the challenges that are likely to be faced while working internationally. We focus on international organizational behavior and human resource management issues and practices in multinational organizations. We aim to develop an understanding of key cultural differences and how these differences influence the management of individuals, teams, and organizations.

Upon completion of the course, it is hoped that students will:

1. Know why and how individuals from different cultures react differently to similar managerial practices and work policies;
2. Appreciate the manner in which cross-cultural differences affect interpersonal processes such as communication, negotiation, conflict resolution, and teamwork;
3. Learn to effectively design and manage multinational/global teams and to develop global leaders;
4. Know the factors contributing to effective expatriate adaptation and performance;
5. Understand when and why human resource management systems (e.g., selection, training, and compensations) remain effective across culturally diverse settings, and when they do not.

### Required Course Materials

**Required Textbook:** Ahlstrom, D., & Bruton, G. D. (2009). *International Management: Strategy and Culture in the Emerging World*. Publisher: South-Western Cengage. (Customized for this course, available at the bookstore).

**Required Coursepack:** We are going to discuss seven cases and two articles in this course. The course packet of these assigned readings is available on BlackBoard. You can download the full package and save to your hard drive.

**Other Materials on BlackBoard:** The course syllabus, the powerpoint slides used in class, and general announcements concerning the course will be posted on Blackboard. I strongly recommend you bring the powerpoint slides to the lecture. Previous experience indicates that they will greatly facilitate your note-taking efforts. **Please check Blackboard before attending each class.**

### Course Format

This course will focus on developing both conceptual knowledge and applied competencies needed to manage effectively in culturally diverse settings. To achieve this goal, we will use various pedagogical approaches, including lectures, case analyses, team discussions, videos, self-assessments, role playing and other experiential exercises, and team presentations. The best result will be achieved when you actively participate in the **co-production** of your learning experience. This class requires a high load of reading and writing. It is essential that you regularly attend class, prepare in advance of the classes, and engage productively in class discussions as well as all individual and team assignments.

### Evaluation components

Your course grade is based on your performance on three major components:

- 1) Individual-based course work (including 1 case analysis, 2 quizzes, and 1 mid-term exam);
- 2) Team-based course work (including 2 team presentations and 1 written report);
- 3) Interaction-based course work.

	<b>Points</b>
<b>1) Individual-based Course Work</b>	
One Case Analysis (see Appendix E)	20 points
Two Quizzes (5 points each, open book)	10 points
Mid-Term Exam (closed book)	16 points
<b>2) Team-based Course Work</b>	
Presentation I: Culture Showcase	10 points
Final Presentation II: Expatriate management, including your written report	30 points
Peer evaluations (See Appendix C)	
<b>3) Interaction-based Course Work</b>	
Class Participation (See Appendix D)	14 points
<b>Total</b>	<b>100 points</b>

**Final letter grades** are based on the total number of points you earn during the course.

Below are the detailed requirements for each component of the course work.

### 1) Individual-based Course Work

To complete this part of the coursework, you will **work independently** without discussing with others. The specific components include:

- **One individual case analysis, 20 points.** You can choose one of two possible cases (see class schedule for options and due dates). Case analyses should be five pages, single-spaced, and with 1" margins. Always provide an executive summary (does not count toward 5 pages). You are allowed as many appendices as you see fit. A **hard copy** of the report should be turned in at the beginning of the class the day we discuss the case. Additionally, please make sure you upload a copy of your analysis on our Blackboard site. Please see Appendix E for more details.
- **Two Quizzes, 5 points each, at the beginning of two randomly selected sessions.** These two open-book quizzes consist of only objective questions (multiple choices and true/false questions). The purpose of these quizzes is to encourage attendance and to increase the understanding of the class material that is covered in the session immediately before the quiz.
- **1 Mid-Term Exam (16 points).** The purpose of this closed-book exam is to test your understanding of fundamental course concepts and frameworks, and how to use them. The exams may consist of a mixture of objective questions, true/false questions and short answers. The questions may be drawn from any materials covered in the course, including the written and discussion cases, articles, any additional readings assigned, class discussion, and so on. The mid-term exam will occur during a regularly scheduled class session.

### 2) Team-based Course Work

At the beginning of the course, students will form teams of 4 - 5 members on a voluntary basis (9 or 10 teams in total). You will be working with your team members in the following projects to make two presentations to the class. The same grade will be assigned to each member of a team. **Presentations' performance will be evaluated by the Instructor and a few randomly-selected Student Referees** using the following 3 criteria (see the Team Project Evaluation Forms in Appendices A and B):

- a **Content** (extent to which the team addressed EACH of the listed content areas thoroughly and thoughtfully);
  - b **Delivery** (extent to which the presentation was creative and engaging, both in terms of the oral and visual components of the presentation);
  - c **Preparedness** (extent to which the team was prepared to answer questions about their presentation well, including addressing issues not explicitly covered on, but related to, their presentation).
- **Team Presentation I – Culture Showcase (10 points).** In this project, each team will draw two countries from a large pool of countries. Each team will then investigate the two countries' cultural characteristics, cultural values, and highlight the implications of these cultural features for doing business in these two countries. The team will present the **most interesting and important points** from this investigation about these countries to the whole class in a **10-minute power-point presentation plus a 5-minute Q&A**. Make sure your presentation ends on time so all teams have a chance to showcase their investigated countries. Please email me your presentation files by the



night before the class to ensure a smooth transition from presentation to presentation.

- **Team Presentation II – Expatriate Management (30 points).** In this project, your team is charged with the task of providing a particular Fortune 500 firm's top management team regarding the management of their expatriates. Each team will need to choose its specific U.S. Fortune 500 firm, and the specific city *outside North America* for which expatriates will be assigned to work for 2 years. You are also encouraged to choose a functional area for these expatriates (e.g., they can be marketing managers or operations managers), so that you could tailor your report to address the cross-cultural issues facing this particular group of expatriates. Your choice of U.S. firm and host (foreign) city needs to be approved by the instructor (see class schedule for the due date of approval).

Your team will be responsible for preparing a **25-minute power-point presentation**, during which the entire class will act as the U.S. firm's top management team and be allowed to **ask questions for an additional 15 minutes** (i.e., the total time per team will be 20 minutes). Although the specific content the team chooses to cover would be up to you, I expect that, at a minimum, your team will address the following issues during the presentation:

1. The U.S. firm's characteristics (e.g., its industry, mission, personnel, current challenges, etc.).
  2. The characteristics of the host (foreign) country and city, with particular emphasis on (a) why the firm chose to send expatriates to that city, and (b) cultural differences likely to affect expatriate adaptation and effectiveness during their assignment.
  3. Discussion of potential strategies for enhancing expatriate effectiveness; for instance, how the firm should select, train, and prepare the expatriates (and their families) for their assignment (given their functional area), as well as what they should do to ensure expatriate success during the actual assignment.
  4. Discussion of potential strategies for facilitating repatriation – i.e., strategies for ensuring effective return of expatriates to their U.S. firm upon completion of their 2-year international assignment.
- **Written Report for Team Presentation II Expatriate Management (10 points out of the 30 points).** Each team will write a formal report based on their Presentation II. This report will need to cover points 2, 3, and 4 above. There is no need to describe the firm's characteristics in details since this is a report to the firm's own top management team. This report is 9-10 pages, typed, and double-spaced. You will need to submit a hard copy of this report at the beginning of the class on the due date. You do not need to formally bind the report or provide a fancy cover for it. The instructor will evaluate only the content, not the appearance of the report. The same grade/points will be assigned to each member of a team.

### 3) Interaction-based Course Work (14 points)

Class participation is expected and required. Since you will form teams it is essential that you move forward together. You will be responsible for readings and participating in team tasks. You will be evaluated on your ability to incorporate theory into our discussion. Please note: these are NOT "free points." I expect quality participation and will reward points accordingly. To make quality comments you must carefully read text chapters and readings and complete any out-of-class assignments prior to class time. In addition, you will need to attentively follow the discussion in class so that your comments will build from what others have said. Clarity and conciseness will be highly valued (See Appendix D for further details). In short, what is participation?

- Arriving to class on time
  - Attending class and being prepared – reading assigned cases, exercises, etc.
  - Raising and answering questions
  - Sharing ideas, observations, and personal experiences
  - Pointing out relevant data
- Generating potential solutions
  - Relating and synthesizing ideas of others
  - Pointing out relationships to earlier discussions
  - Helping others develop their views and ideas

**MGT 400 Cross-Cultural Management**  
 Time: Thursday 10:30am- 1:15pm (West campus, CLCC L1-74)  
**Spring 2015 Tentative Course Schedule**

Week	Date	Topic	Readings and Assignments (Due at the beginning of each session)
1	Thursday Jan. 15	<p>Course overview; getting to know each other; go over syllabus; team projects explained; questions answered</p> <p>Students form teams of 4 - 5 members (9 or 10 teams in total); Teams draw their <i>culture showcase</i> countries</p> <p>Culture and international management</p>	<ul style="list-style-type: none"> <li>• Bring a list of countries that you have been to</li> <li>• Chapter 2 (pp. 34 – 47)</li> </ul>
2	Thursday Jan. 22	<p>Contrasting cultural values</p> <p><b>Oil and Wasser:</b> Prepare to be randomly called on to lead discussions on one of the following questions:</p> <ol style="list-style-type: none"> <li>1. <i>What are the immediate problems Brighton faces and the long-term problems that Royal Edeling faces?</i></li> <li>2. <i>What are the old ways of developing leaders in both companies?</i></li> <li>3. <i>If you are Callaghan, what would you have done differently?</i></li> <li>4. <i>Among the four commentaries, what are their common suggestions and unique feature for each one?</i></li> </ol>	<ul style="list-style-type: none"> <li>• Chapter 2 (pp. 47 – 59)</li> <li>• Coursepack case: <b>Oil and Wasser</b></li> </ul>
3	Thursday Jan. 29	<p>Coping with cultural shock</p> <p><b>The Silent Language:</b> Prepare to be randomly called on to lead discussions on one of the following questions:</p> <ol style="list-style-type: none"> <li>1. <i>What does a deadline or an agreement mean to people in different cultures?</i></li> <li>2. <i>What are the mistakes that the sales managers had made when meeting with the Minister of Communications?</i></li> <li>3. <i>What are the misunderstandings that the Minister of Communications has toward the sale manager?</i></li> <li>4. <i>Based on your own experience, what have changed for the past 50 years (since the article was published in 1960)?</i></li> </ol> <p><b>Diverse workforce in Indonesia:</b> Prepare to be randomly called upon to lead discussions on one of the five decisions that Korsvald has to make:</p> <ol style="list-style-type: none"> <li>1. <i>Whether to build a small mosque next to his plant</i></li> <li>2. <i>Whether to buy prayer call clocks</i></li> </ol>	<ul style="list-style-type: none"> <li>• Coursepack article: <b>The Silent Language in Overseas Business</b></li> <li>• Coursepack case: <b>Managing a diverse workforce in Indonesia</b></li> </ul>

		<ol style="list-style-type: none"> <li>3. <i>Whether to change work schedule to increase productivity during Ramadan</i></li> <li>4. <i>Which candidate to choose for Accounting manager</i></li> <li>5. <i>How to formulate new policies?</i></li> </ol>	
4	Thursday Feb. 5	Cultural differences and business implications in selected countries and regions	<ul style="list-style-type: none"> <li>• <b>Team presentation I:</b> Cultural showcase (each team has 8 minutes to present)</li> <li>• Chapter 2 Table 2-1 (pp. 60 – 63)</li> </ul>
5	Thursday Feb. 12	<p>Motivation across cultures (theories and practices) <b>Black &amp; Decker -Eastern Hemisphere and the ADP initiative.</b> Prepare to be randomly called on to lead discussions on one of the following questions:</p> <ol style="list-style-type: none"> <li>1. <i>Since arriving in Singapore, Lancaster has formulated several opinions about the health of the Eastern Hemisphere organization. What are his concerns both now and for the future?</i></li> <li>2. <i>What problems does Lancaster want ADP to address?</i></li> <li>3. <i>What concerns do Asian managers have about ADP? How substantive are these concerns?</i></li> <li>4. <i>What action should Lancaster take: wait, go ahead with a hybrid or full speed ahead with the U.S. version of ADP?</i></li> </ol>	<ul style="list-style-type: none"> <li>• Chapter 7</li> <li>• Coursepack case: <b>Black &amp; Decker</b></li> </ul>
6	Thursday Feb. 19	<p>Leadership theory in cross-cultural context Handout: Study guide for mid-term</p>	<ul style="list-style-type: none"> <li>• Chapter 8</li> <li>• DUE: Approval of your team's choice of U.S. firm and host (foreign) city for Presentation II</li> </ul>
7	Thursday Feb. 26	<p>Leadership development and cross-cultural team building <b>Wolfgang Keller at Königsbräu-TAK.</b> Prepare to be randomly called on to lead discussions on one of the following questions:</p> <ol style="list-style-type: none"> <li>1. <i>What is your assessment of Brodsky's performance? Please be specific.</i></li> <li>2. <i>How effective has Keller been as a coach to Brodsky? Why? Could you have done better? Why and How?</i></li> <li>3. <i>What are the underlying causes of Brodsky's performance problems? What actions should Keller take upon returning to Kiev? Be specific.</i></li> </ol>	<ul style="list-style-type: none"> <li>• DUE: Case Write-Up Option #1: <b>Wolfgang Keller</b></li> </ul>

		4. <i>What are the implications for Keller's own development as a leader</i>	
8	Thursday Mar. 5	<b>Mid-term exam</b>	
	Thursday Mar. 12	<b>SPRING BREAK: Class will not meet.</b>	•
9	Thursday. Mar. 19	<p>Decision making in a cross-cultural context</p> <p>Ethics and social responsibility in the global setting  <b>Values in tension:</b> <i>Prepare to be randomly called on to lead discussions on one of the following questions:</i></p> <ol style="list-style-type: none"> <li>1. <i>What are the examples of ethical relativism and ethical absolutism?</i></li> <li>2. <i>What are the three principles for balancing the extreme views?</i></li> <li>3. <i>What are the problems caused by bribery?</i></li> <li>4. <i>Regarding the creative solutions companies generated when facing a ethical dilemma, will they work and what are the difficulties to implement them?</i></li> </ol> <p><b>IKEA's global sourcing challenge: Indian rugs and child labor:</b> <i>Prepare to be randomly called on to lead discussions on one of the following questions:</i></p> <ol style="list-style-type: none"> <li>1. <i>How should Marianne Barner respond to the invitation for IKEA to have a representative appear on the upcoming broadcast of the German video program?</i></li> <li>2. <i>What actions should she take regarding the IKEA supply contract with Rangan Exports?</i></li> <li>3. <i>What long-term strategy would you suggest she take regarding IKEA's continued operation in India? Should the company stay or should it exit? (Be prepared to describe the impact of such a decision and how you would manage it)</i></li> <li>4. <i>Only for those recommending that IKEA continue to source carpets in India, would you suggest that she:</i>  1) <i>continue IKEA's own monitoring and control processes or sign-up to Rugmark?</i></li> </ol>	<ul style="list-style-type: none"> <li>• Chapter 9</li> <li>• Coursepack article: <b>Values in tension: Ethics away from home</b></li> <li>• DUE: Case Write-Up Option #2: <b>IKEA's global sourcing challenge</b></li> </ul>

		2) continue to focus only on eliminating the use of child labor in IKEA's supply chain or engage in broader action to address the root causes of child labor as Save the Children is urging?	
10	Thursday Mar. 26	Influence tactics and negotiation Activity: Negotiation exercise	<ul style="list-style-type: none"> <li>• Chapter 10</li> <li>• Handouts</li> </ul>
11	Thursday Apr. 2	HRM in a global setting Selecting, training, and managing expatriates <b>Ellen Moore: Living and working in Korea:</b> <ol style="list-style-type: none"> <li>1. What are the problems and why do they exist?</li> <li>2. What alternatives exist at this point?</li> <li>3. In Andrew's position, what would you do?</li> <li>4. What changes would you recommend making for future projects?</li> </ol>	<ul style="list-style-type: none"> <li>• Chapter 12</li> <li>• Coursepack case: <b>Ellen Moore</b></li> </ul>
12	Thursday Apr. 9	Developing global managers <b>The floundering expatriate:</b> Prepared to be randomly called on to lead discussions on one of the following questions: <ol style="list-style-type: none"> <li>1. Should and how would Waterhouse help Donaldson out?</li> <li>2. How was Donaldson's family doing?</li> <li>3. Were there any mistakes the Detroit headquarter made in sending Donaldson over to Zurich?</li> <li>4. What was wrong with Donaldson's opening joke for his keynote speech?</li> </ol>	<ul style="list-style-type: none"> <li>• Coursepack case: <b>The case of the floundering expatriate</b></li> </ul>
13	Thursday Apr.16	Course Conclusions Guest Speaker TBA	<ul style="list-style-type: none"> <li>• Review materials</li> </ul>
14	Thursday. Apr. 23	<b><u>Team presentation II: Managing Expatriates (15 min. presentation for each team)</u></b>	Written reports are due at the beginning of class
15	Thursday Apr. 30	<b><u>Team presentation II: Managing Expatriates (15 min. presentation for each team)</u></b>	Written reports are due at the beginning of class
<b>Final Exam</b>	<b>Thursday May 7</b>	<b><u>Team presentation II: Managing Expatriates (15 min. presentation for each team)</u></b>	Written reports are due at the beginning of class

### General Policies

**Make-up exams are strongly discouraged.** The only valid excuse for missing an exam are illness requiring medical care, required university activities, or a personal emergency of a serious nature (I will be the judge of the validity of the excuse). To be excused without penalty, documentation (e.g. a physician's note on letterhead, a photocopied obituary with proof of kinship, a police report [e.g. car accident]) or prior permission is required. Forgetting, part-time job, or oversleeping are not valid excuses. If you do not reach me by phone (do not leave a message for this matter), then you **must e-mail me** and receive a confirmation from me acknowledging receipt of the e-mail.

**Mutual respect:** I have very low tolerance for those who disrupt the class with (1) frequent tardiness, (2) cell phones or beepers, (3) talking while others have the floor, (4) checking personal emails, browsing the Internet, reading magazines or newspapers in class or (5) other disruptive behavior.

**Flexibility: The syllabus is a guide for the semester and may be changed during the semester should that be deemed necessary or worthwhile by the instructor.** Any changes will be announced by me during class, via e-mail, or on the Blackboard.

**Academic integrity:** The faculty of the W. P. Carey School of Business follow the guidelines in the Student Academic Integrity Policy on academic dishonesty. A copy of the policy may be obtained in the undergraduate programs office, BA 109. Students who violate the academic integrity norms are subject to disciplinary action, including the possibility of failing the course and/or dismissal from the Program. **Please know that there have been instances where students were dismissed for unethical practices.** I would strongly encourage you to reread ASU and W. P. Carey School of Business policies and procedures on academic integrity.

<http://provost.asu.edu/academicintegrity>

**Plagiarism or other academic dishonesty (i.e., cheating)** will result in a failing grade for the assignment and possibly for the course, and referral to the appropriate academic standards bodies on campus. Understand that plagiarism can include copying or using material from web sites and materials written by other students as well as copying or using material from books, newspapers or journal articles without proper attribution. A full statement of ASU policies and resources for these issues are provided via external links in the Course Information section of the course site. You are responsible for the information contained therein.

**Assisting other students and groups in questionable activities.** It is expected that you will not assist other students in their questionable activities. For example, if it is found that you are assisting a fellow student in answering his/her question, both of you will be equally liable to face disciplinary action.

**Unfair peer evaluations.** You will be asked to evaluate contribution of your peers to team projects. Since peer evaluations form an important component of the overall grade, it is critical that you provide an honest and careful assessment of your teammates' contribution. Unfair peer evaluations include awarding fewer points than justified. But, awarding extra points without proper justification is equally unfair.

**Course feedback:** At the conclusion of the course you will be requested to provide feedback to the instructor regarding various aspects of the course. While this is useful, it obviously comes too late in the semester to correct any problems that are occurring during the semester. In order to address your concerns during the semester, I encourage you to provide feedback throughout the course, either written or oral.

### **Religious Accommodations**

Accommodations will be made for students with religious holidays. Below is the calendar of official religious holidays. Each holiday noted with two asterisks denotes an observance for which work is not allowed. For

these holidays, students will not be penalized in any way for missing class or assignment. This means that this will not count as an absence in class and they will be granted a makeup assignment or exam, etc.  
<https://provost.asu.edu/index.php?q=religious-holiday-calendar>

#### **University-Sanctioned Activities**

Accommodations will be made for students who miss class related to university-sanctioned activities according to ACD 304-02.

If you are participating in a university-sanctioned activity, please let your instructor know as early in the course as possible so that accommodations can be made.

#### **Tutoring Support**

State any tutoring services or support that would be helpful to your students.

Please note that the W. P. Carey School of Business provides free tutoring in BA 201 for a number of undergraduate business classes. Assistance with writing is also provided.

More information regarding courses offered and hours are available here:

<https://my.wpcarey.asu.edu/undergrad/student-success/success-center.cfm?>

In addition to the W. P. Carey Student Success Center, Arizona State University provides writing assistance through multiple platforms – including in class workshops (within your course!). More information can be found here: <http://studentsuccess.asu.edu/writingcenters>

#### **Threatening Behavior Policy**

The university takes threatening behavior very seriously and these situations will be handled in accordance with the *Student Services Manual*, SSM 102-02 <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>.

#### **Disability Accommodations**

If you have a disability and are registered with ASU's Disability Resource Center please notify me as soon as possible so that I can provide any necessary accommodations as prescribed by the DRC.

#### **Copyright Material**

Note your policy on copyright material and the sale of notes in your classes, etc.

**Information contained within this syllabus (except grading and absence policies) is subject to change.**



**Appendix A: Team Presentation I Evaluation Form (10 Points)**

Team Number: \_\_\_\_\_

Countries Analyzed: \_\_\_\_\_ Referee's name \_\_\_\_\_

**1. Content Grade (7 points)** \_\_\_\_\_  
 (Extent to which the team addressed EACH of the listed content areas thoroughly and thoughtfully) –

Content Area	Comments
Described the geographic location of the countries	
Discussed the cultural values and other interesting cultural facts of the countries	
Provided specific guidelines based on the two countries' cultural characteristics for doing business in these two countries	

**2. Delivery Grade (1.5 points)** \_\_\_\_\_  
 (Extent to which the presentation was creative and engaging, both in terms of the oral and visual components of the presentation) – 20% of presentation grade;

- Comments:

**3. Preparedness Grade (1.5 points)** \_\_\_\_\_  
 (Extent to which the team was well prepared to answer questions about their presentation, including addressing issues not explicitly covered on, but related to, their presentation) – 20% of presentation grade.

- Comments:

**OVERALL POINTS:** \_\_\_\_\_

**Presentations' performance will be evaluated by the Instructor and a few randomly-selected Student Referees. The final score will be the average across the evaluators.**

**Appendix B: Team Presentation II Managing Expatriates Evaluation Form (20 Points)**

Team Number: \_\_\_\_\_

Referee's name \_\_\_\_\_

Company Represented: \_\_\_\_\_

City Expatriates Sent To: \_\_\_\_\_

1. Content Grade (15 points) \_\_\_\_\_

(Extent to which the team addressed EACH of the listed content areas thoroughly and thoughtfully) –

Content Area	Comments
The U.S. firm's characteristics (e.g., its industry, mission, personnel, current challenges, etc.).	
Characteristics of the host (foreign) country and city (why the firm chose to send expatriates to that city; cultural differences likely to affect expatriate adaptation and effectiveness during their assignment)	
Strategies for enhancing expatriate effectiveness (selection, training, and preparation of expatriates and their families; management of expatriates during the actual assignment)	
Strategies for facilitating repatriation	

2. Delivery Grade (2.5 points) \_\_\_\_\_

(Extent to which the presentation was creative and engaging, both in terms of the oral and visual components of the presentation) .

- Comments:

3. Preparedness Grade (2.5 points) \_\_\_\_\_

(Extent to which the team was prepared to answer questions about their presentation well, including addressing issues not explicitly covered on, but related to, their presentation).

- Comments:

**OVERALL POINTS:** \_\_\_\_\_

**Presentations' performance will be evaluated by the Instructor and a few randomly-selected Student Referees. The final score will be the average across the evaluators.**

**APPENDIX C: TEAM EVALUATION SHEET**

NAME: \_\_\_\_\_

Use this form to evaluate the contributions that your team members made to the overall performance of the group. This will be used to adjust the group portion of each person's grade. As such, individual grades of group work can be either above or below the actual group. If you do not turn this form in when a group project is due, I will assume that you rate each member of your group equally.

Note that you are not evaluating your own contributions, but the contributions of the others in your group. You may comment on your own performance in the "additional comments" section.

In the section below, list the names of group members. Next to that, allocate points to each member, based on their contribution.

- You have a total number of 10 points per team member (other than yourself). Thus,  $\text{points} = (\# \text{ of group members} - 1) \times 10$ ; for example, a team of six will have 50 points to allocate. Keep in mind that 10 points is the average rating. If you allocate 10 points to each member, you are saying that each person contributed equally.

Names:	Points
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Additional Comments:

#### APPENDIX D: CONTRIBUTION TO CLASS DISCUSSION

Managers must often “sell” their ideas to others in order to get their acceptance and support. In this course, the classroom provides a laboratory in which you can test your ability to convince your peers of the appropriateness of your approach to complex management problems. Furthermore, it tests your ability to carefully listen to others’ perspectives and understand why they may reach a different conclusion. Before you can effectively sell your ideas to others, you must understand what is motivating them, what issues they feel are important, and what assumptions they are making that may be different from your own.

Most of your learning will occur in preparation for and participating in the case discussions. To enhance your preparation and learning, I strongly encourage you to form study groups to discuss the cases prior to class. To guide you in your preparation, this syllabus includes discussion questions for each case.

As noted earlier, the complexity of the course material relies heavily on discussion learning. This process allows the cumulative insights of your colleagues to contribute to the evolution of the class’s learning. Thus, the entire class learning experience relies on each of you taking responsibility for contributing to the discussion. **In order to do so, it is imperative that each of you be present and fully prepared each day. Consequently, excessive absences or tardiness will result in a significantly lower grade for this component.**

As is the case with real world work environments, you are judged not by what you know but by what you **contribute**. Even if you feel that you know the material, unless you share your insights with the class, I cannot adequately evaluate your preparedness and contribution. Students are never penalized for making comments that don’t appear to be the “right answer.” It is only through consideration of many diverse opinions and viewpoints that we will move toward a greater shared understanding of the multi-dimensional material that this course entails.

For some students, advocating or challenging a position during class is uncomfortable. However, research has shown that most of a manager’s day-to-day duties require discussions with others and interactive problem solving in real time. The skills needed to contribute to the case discussion are the same as those needed to be an effective manager.

It is expected that you will come to class each day fully prepared to share your views in the classroom discussion, whether voluntarily or when called upon. You have an obligation not only to learn the material but also to assist in the learning of your classmates. To do so, you must make a meaningful contribution when you have the floor. Blandly summarizing case facts, repeating prior points of discussion and/or simply agreeing with your classmate’s arguments does not constitute a meaningful contribution. Focus on making comments that pass the “so-what” test. This can range from helping to sort out the salient facts in a complex case to providing insightful analysis that *builds upon the prior discussion* and moves our thinking forward.

**Every student is important to the class discussion. It is equally important that we listen carefully to one another and attempt to build on or constructively critique prior comments. Try to resist the temptation to jump to topics that are not specifically open for discussion. Some of the specific things that will have an impact on effective class participation and on which you will be evaluated include:**

- Are you a good listener?
- Are your contributions relevant to the discussion? Do your comments related to the comments of others and to the themes that the class is exploring together?
- Do your comments add to our understanding of the situation? Are you incisive? Do you cut to the core of the problem?
- Are you willing to challenge the ideas that are being expressed? Can you do so in a manner that is respectful and not contentious?
- Are you willing to test new ideas, or are all comments “safe”? (For example, repetition of case facts without analysis or conclusions, or repeating comments already been made by someone else.)
- Do you integrate material from past classes or the readings where appropriate? Do your comments reflect cumulative learning over the course and the MBA curriculum, or does the participant merely consider each case in isolation?

**In grading class contribution, we will be assessing the extent to which you have established a meaningful presence in the classroom, over the course of the semester, by making solid contributions on a regular basis. Your friends in other sections, who have already discussed the case in class, may offer to assist you with understanding the case, or you might be tempted to research what happened to the company after the case was written. Engaging in such activities is *strongly discouraged*. Not only does it impair your learning, but it will also disrupt your section’s learning when you speak up in class. It is important for the class to work through the issues based on case facts. Collective reasoning and discovery are critical to the success of the case method.**

Your class contributions will be graded each day. In addition to your professor's assessment, peer graders will also evaluate each case discussion. This means that each student in the course will be evaluated on his/her contribution to the class discussion by both his/her professor and his/her peers. Grades will be based on the value-added of your contribution. Quality is much more important than quantity, although a lack of contribution will negatively affect your grade. **Please note that students who leave class early will be penalized on their participation grades for that class.** People within organizations are evaluated on the value they add to the experience of customers, suppliers, and co-workers, not just their boss. Class contribution is about creating value for the class as a whole, not just trying to tell your professor what you think he/she wants to hear.

A few closing tips for meaningful class contribution:

- Trust your own experiences. The course is designed to give you a theoretical framework for making sense of your everyday work experiences. Draw on your experiences to interpret material and illustrate your arguments. Equally important, be prepared to reinterpret your experiences in light of new insights gained from the course.
- Be aware of your own values and biases. "Where you stand depends on where you sit." Your values inevitably influence how you perceive and interpret situations. Rather than deny or hide them, make them explicit (at least to yourself).
- Value the contributions of others. There is never a one-best-way to manage, and different people often come to different conclusions about how they would handle a problem. You can learn as much from listening to your classmates as you can from any book.
- Do not be satisfied with shallow analysis and pat answers of your own, your classmates, or your professor. In the interests of saving time and making a point, we often gloss over subtleties: if something does not sound right, then it probably is not right.

Scoring class contribution will be done on the following scale each class day:

- 1 points, reflects an "A" contribution. Very insightful comments, and/or exceptional value added to the discussion, or raised particularly relevant but so far overlooked question. Reflected a great deal of preparation, thought, and integration of text concepts, work from other courses, ideas from other class contributors and cases.
- 0.75 points, reflects a "A-/B+" contribution. Comments reflected good preparation, tied together various streams of ideas offered by other contributors, contributed substantially to the discussion and learning of the class.
- 0.5 points, reflects a "B" contribution. Average preparation, simple commentary, helped move the discussion along with an incremental advancement over previous comments.
- 0.25 points, reflects a "C" contribution. Statement of case facts.
- An absence will result in 0 points.

## APPENDIX E: INDIVIDUAL CASE ANALYSIS

You will be asked to write one individual case analysis (you will have a choice of two and need to hand in the analysis at the beginning of class the day we discuss the case). Analyze the case to the best of your ability. While there is no one right way to analyze a case, you should address three core topics:

### 1. Identify the strategic issues in this case

- a. A strategic issue is any issue that has the potential to fundamentally affect the company's competitive position, its strategy, its operations and its prospects. Typically, it is the issue addressing which resolves all other issues. More importantly, the number of strategic issues facing an organization is limited in number - at the most there are two or three such issues. Prioritize. Look not at the symptoms but the underlying cause.
- b. To identify the strategic issues one needs to examine the firm's competitive positioning. The firm's competitive positioning is arrived at after an analysis of the firm's environment (industry analysis), the firm's resources and capabilities (internal analysis) and the firm's strategies and its outcome. The strategic issue is something that has the potential to affect the firm's competitive positioning and may be due-to changes in the environment, internal resources and capabilities, questionable strategies and the like.
- c. Third, to examine the competitive position you need to consider all relevant information in the case. Question any hidden assumptions. Make explicit all assumptions you make in order to arrive at your conclusions. Assess your logic and arguments for coherence and consistency.

### 2. Identify alternative courses of action

- a. The relevant alternatives are those that most directly address the strategic issues that you have identified in the first step. The relevant alternatives should be based on the analysis that you have performed earlier. In other words they must be consistent with the industry analysis, the internal analysis and the firm's strategies that you have identified.
- b. Second, examine whether these alternatives are really alternatives. In other words, can the firm simultaneously undertake one or two or all of the alternatives? Some decisions like a Make or Buy decision are truly mutually exclusive. On the other hand, in some other cases a firm may not be able to pursue all alternatives because the firm does not have the resources and capabilities.

### 3. Evaluate the alternatives and recommend one course of action. Justify your decision.

- a. To recommend any one of the alternatives that you identified in the earlier step you need to evaluate all the alternatives. What are the pros and cons of each alternative? Why are some alternatives not feasible options for the firm? It is this analysis that enables you to identify and recommend the alternative that you think best addresses the strategic issue that you have identified. Present your recommendations with specific implementation details and support your decision by arguing its merits vis-à-vis the alternatives.

Evaluate your entire analysis in terms of its consistency, coherence, brevity and logic. Does it make any assumptions that you have not made explicit? Is the information used factually correct? Are the conclusions justifiable? Are they based on opinions, personal beliefs or logic and facts?

Additionally, in preparing your paper there are several common errors to avoid:

- *Focusing on minor issues* on which there is little data. Let the case facts and questions guide you to the selection of issues. If there is little or no data on an issue, you can identify it as being potentially important, but do not dwell on it in the analysis.
- *Rehashing the case.* Someone has already written the case, and the instructor has certainly read it. Do not summarize the case; begin by stating the key issues. Present facts from the case to support your line of reasoning.

- *Drawing conclusions without providing the data to back them up.* Don't make unsupported statements or draw conclusions that the available data does not, or cannot support.
- *Drawing generic conclusions.* For example, all companies need to be profitable and to satisfy their customers. For each case, show clearly what this particular company needs to do so that it resolves the issues specific to its competitive situation, available resources, management objectives, etc.
- *Non-critical evaluation of case data.* Before using a "fact" presented in the case, ask if it was collected in a sound manner, is unbiased, and directly relevant to the issue. Qualify conclusions reached by considering the quality of the data on which conclusions are based.
- *Failure to provide a rationale for eliminating alternatives not selected.* It is important to show that the recommended course of action is likely to deal effectively with the problems identified. It is equally important to provide a rationale for dismissing other alternatives as less effective or desirable.
- *Failure to present analytical work in an understandable manner.* When doing computations, be sure that you present the step-by-step analysis you conducted, including data sources and the formulas you used. This kind of information should be presented as exhibits.
- *Fuzzy recommendations.* Avoid making recommendations that lack clarity, are impractical, are not integrated into the analysis, fail to address a key issue in the case, or fail to recognize the importance of short and long-term timing issues. Provide viable, specific, actionable recommendations
- *Incomplete analyses.* Incorrect computations, improper use of data, making inappropriate assumptions; or failure to draw on theories and techniques presented in this course.

**ALWAYS PROVIDE AN EXECUTIVE SUMMARY. CASE WRITE-UPS SHOULD BE FIVE PAGES IN LENGTH, SINGLE-SPACED, AND WITH 1" MARGINS.**

## W. P. Carey School of Business Undergraduate Student Honor Code

The mission of the W. P. Carey School of Business is to change lives through delivering a business education, while adhering to the highest standards of academic and personal integrity. To achieve this, the W. P. Carey School of Business is committed to fostering an atmosphere of personal responsibility, trust, honor, and academic excellence for its students both on and off campus.

1. **Honesty and Faithful Representation:** W. P. Carey undergraduate students will be honest and act with integrity in all their interactions and decisions. Students will follow the Arizona State University Code of Conduct and the W. P. Carey School of Business Academic Integrity Policies during all academic and extracurricular activities.

2. **Thoughtfulness and Consideration for Others:** W. P. Carey undergraduate students will treat their peers, ASU staff, and faculty with respect and courtesy. Students should strive to add value to the university environment by helping and encouraging others, fostering intellectual dialogue, and promoting justice. By respecting others and articulating thoughtful input, students will continue to improve the image of business and business leaders.

3. **Commitment to the W. P. Carey Mission:** W. P. Carey undergraduate students should understand and recognize the value of cultivating an intrinsic desire to promote ethical and successful business practice. This means that students should implement their acquired knowledge with the intention of greatly enhancing their own business and social environments. In this sense, W. P. Carey students will become positive and responsible role models in their respective communities.

This document and the referenced University Policies are not abstract concepts: students are expected to remain resolute in abiding by these principles, in both letter and spirit. The business community, and society as a whole, will excel only when individuals make concerted efforts to live by standards of ethical conduct and responsibility.

As students in the W. P. Carey School of Business at Arizona State University, it is our job to understand that our actions are habits in the making – not isolated behaviors – and that these habits form our long-term character.

I will abide by these principles and conduct myself as a positive and ethical representative of the W. P. Carey School of Business. I will continually strive for excellence in each of my endeavors and seek to add value and contribute to my community.

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Signature

Date

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Printed Name



Textbook is a custom book of selected chapters from: Ahlstrom, D., & Bruton, G. D. (2009). *International Management: Strategy & Culture in the Emerging World*. South-Western Cengage.

Chapters used:

- Chapter 2 Culture and International Management
- Chapter 7 Motivation
- Chapter 8 Leadership
- Chapter 9 Decision Making
- Chapter 10 Influence & Negotiation
- Chapter 12 Human Resource Management

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