MG661 HB1 S22
Global Leadership

Professor Iris Berdrow
Class Location: Zoom Link:
Class Hours: Tuesday 5:00 – 7:20pm
Office Hours: TBD
Email: iberdrow@bentley.edu
Course BB Site:

Jan 24th – May 10th, 2022
Phone: 781-891-2130
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COURSE DESCRIPTION
This course contributes to the development of knowledge and skills needed to manage effectively in, and with people from, different cultures. Students will develop an awareness of the pervasive and hidden influence of culture on behavior, particularly with respect to management and management practices; become familiar with the types of situations and issues which managers often confront when working internationally; gain an appreciation for the challenges of working virtually with multicultural team members; and gain insights into their own intercultural skills and attitudes. This course is concerned with understanding differences in behavior which stem from diverse national cultures and developing tools for effectively managing those differences. The readings, cases and exercises have been chosen to focus students' attention on effective intercultural behavior - their own as well as that of others.

MANDATE
Ultimately, international business is conducted with and through people from various cultural backgrounds. National, regional and organizational culture will define norms of behavior which individuals carry with them into international environments. If not understood, those different behaviors can become significant barriers to the success of any international endeavor. This course is concerned with understanding differences in behavior which stem from diverse national cultures and developing tools for effectively managing those differences. The readings, cases and exercises have been chosen to focus students’ attention on effective international behavior – their own as well as that of others.

A basic premise is that it is possible and desirable to develop both intellectual understanding and behavioral skills pertinent to the management problems arising from the interaction of people from different cultures in work settings. A further assumption is that the understanding and skills developed are generalizable and transferable from one situation to another.

GOALS
a) Understand the challenges facing global managers.
b) Understand the context in which global managers operate.
c) Develop multicultural competence and global management skills.

**LEARNING OBJECTIVES**

The intention of the course is to introduce the knowledge, skills and perspectives such that students will demonstrate the listed outcomes.

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<thead>
<tr>
<th>Course Objectives</th>
<th>Demonstrated Student Outcomes</th>
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<tbody>
<tr>
<td><strong>Knowledge</strong></td>
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<tr>
<td>Analyze “culture” based on an understanding of the socialization of individuals into the values, attitudes, beliefs and norms of their cultural heritage.</td>
<td>Compare and contrast the values, attitudes, beliefs and norms of behavior demonstrated by members of different cultures. Identify and discuss the characteristics of an effective global leader. Distinguish between domestic and global leaders. Differentiate management behaviors and practices across national cultures. Analyze different responses based on cultural norms.</td>
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<td>Understanding of what it means to be an effective global leader.</td>
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<td>Analysis of the impact of culture on organizational behavior and effective management practices.</td>
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<tr>
<td><strong>Skills</strong></td>
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<tr>
<td>Application of intercultural effectiveness to improving one’s own teamwork skills.</td>
<td>Interpret one’s own intercultural effectiveness scores. Practice improving specific dimensions of intercultural effectiveness. Assess an ineffective managerial situation based on principles of intercultural effectiveness. Recommend ways to improve performance outcomes.</td>
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<td>Evaluation of cross-cultural situations with the intent of improving performance.</td>
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<td><strong>Perspectives</strong></td>
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<td>Understand the difference between intellectual comprehension and effective behavior in cross-cultural situations.</td>
<td>Demonstrate an ability to change one’s own cognition and behavior as appropriate when working with and in other cultures. Demonstrate a non-judgmental awareness of differing world views. Assess the interrelated complexities of stakeholder objectives.</td>
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<tr>
<td>Adopt a global mindset.</td>
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<td>Develop a feeling for the complexities and issues an international manager must deal with.</td>
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ORIENTATION OF THE COURSE

a) Management Oriented: The course presents a problem solving and decision-making approach to international business. The management implications of differences and similarities in cultures will be examined, not in and for themselves, but in light of actual management situations where an appreciation of cultural influences on behavior can make a difference on performance.

b) Behavioral: The human element in effectively managing across cultures is every bit as important as the technical or business components; but the “people skills” are more likely to be missing in international personnel than are the technical business skills. The course focuses on understanding oneself and one’s approach to decision making and problem solving as a critical step in developing the interpersonal skills needed to work successfully in different cultural settings.

c) Intercultural: The primary focus of the material is on the interaction between people of different cultures in work settings. This intercultural perspective is distinct from a comparative approach where the management practices of individual countries or cultures are examined serially and then compared. This perspective has been chosen because it is in the interaction of cultures where managers experience difficulties. Although study of the practices within a single culture may be helpful, it is the interaction of people with different beliefs and management practices that has impact on the manager.

d) Culture General: The course will draw upon material from a wide range of cultures and will not focus on one particular country or region of the world. Culture specific training is more appropriate upon assignment to a specific country in which a person will live and work. Since the students in this course likely will have diverse career goals and geographical interests, the culture general model is more appropriate to their needs and development.

METHODS

We will seek to accomplish the objectives of the course through practice in critically examining, analyzing and attempting to solve problems in cross-cultural situations. The vehicles for such practice will be varied and include case discussions, readings, films, involvement exercises and individual study.

No traditional University course is an adequate substitute for experience. Experience-based training, combined with conceptual development would perhaps be the ideal for training managers to be effective in cross-cultural business situations. The case method, experiential exercises, and behavioral simulations may be the closest approximation to reality in a University context. The cases presented in this course will provide a rich background of “experiences” for
the students. Being put into these real situations and assuming the role of a manager develops a perspective and understanding that is improved upon only by real international experience.

**ONLINE COURSE INFORMATION:**

This is a hybrid course meaning that you can attend in person or online. Students are expected to attend all live class sessions (playing back the recording of the class is not attending). Log into [http://online.bentley.edu](http://online.bentley.edu) to attend your class online and/or replay classes for review. **You are required to have a functioning webcam and microphone/earphones or headset while online.** When attending a class online, log in five minutes prior to class to test your microphone. For Saba login information, system requirements, and help, go to [http://online.bentley.edu](http://online.bentley.edu) or look under the hybrid help tab on the Blackboard site.

**COURSE MATERIALS**

**Textbook:**


**Assessment Inventories:** *instructions for access to be provided*

- GlobeSmart Profile (cost = $45)
- Intercultural Effectiveness Scale (cost = $14)

Case and other readings to be distributed.

**REQUIREMENTS AND EVALUATION**

- Cultural Immersion Assignment 20%
- Attendance & Class Contribution 15%
- Team Case Analysis 20%
- Mid Term Case Analysis 20%
- Final Case Analysis 25%

**Attendance:** Attendance and timely arrival for class are very important for this course and are required. As a professional courtesy, I would like to know in advance, by email, if you have to be absent from class or leave early. In such a case, please be sure to watch the class recording. You are responsible for any information shared during the class. Attendance is a prerequisite but not a sufficient condition for successful participation. To have the possibility to earn full credit for in-class participation you need to be in all sessions. To have the possibility to earn full credit for other assignments you need to turn these in on time.
**In-Class Participation:** Class participation is very important in this course because we learn from each other; learning is a community activity. Your opinions and thoughts on the assigned material and on required reading of current press that focuses on international business events are important.

- Constructive contribution may include observations and questions about the course material and current events and answers to questions raised by classmates. Examples from your personal experience and/or your company’s experience are very appropriate forms of contribution.
- Expect to be called on for your input to discussions of assigned readings and cases.

**Grading:**

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<tr>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>A, A–</td>
<td>Represents work whose superior quality indicates a full mastery of the subject and, in the case of A, work of extraordinary distinction.</td>
</tr>
<tr>
<td>B+, B, B–</td>
<td>Represents work of good to very good quality throughout the term that, however, does not merit special recognition.</td>
</tr>
<tr>
<td>C+, C, C–</td>
<td>Indicates work exhibiting an average command of the course material.</td>
</tr>
<tr>
<td>D+, D, D–</td>
<td>Indicates work exhibiting a deficient knowledge of course material.</td>
</tr>
<tr>
<td>F</td>
<td>Assigned to students whose work deserves no academic credit.</td>
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**Written Case Analysis (see specific guidelines on BB):** To contribute to the case discussion, you need to prepare every case. Though contributions to in-class case discussion tend to be voluntary, on occasion, you can expect to be called on to initiate or contribute to the case discussion.

Team and individual written case analyses must be submitted via blackboard before the beginning of the class in which the case will be discussed. Late submissions will not be considered for grades.

- You can collaborate to discuss/prepare this case.
- The written analysis is your own individual work.
- The analysis should be up to five double-spaced pages. In addition, you may choose to develop appendices and exhibits as further elaboration and specific support for aspects of your position.
- Focus on clear answers supported with facts from the case. **Don’t summarize the case.**
- Be well organized. Remember that the substance of your report should be made clear by its form.

An excellent analysis will:

- Identify key issues that help you answer specific case questions.
- Explain and support your stated positions and the case facts by using concepts learned from your our readings, from class, or from your own research. **This is very important. Be explicit.** Cite all sources you use – assigned or other – to support your ideas. The IMD book’s main chapters don’t have to be cited (you should cite the book’s readings).
- Follow the case guidelines found on BB.
ACADEMIC INTEGRITY

All students are expected to adhere to Bentley’s Academic Integrity policy which includes Bentley’s Honor Code (details on the policy can be found in the Undergraduate Student Handbook, the Graduate Catalog, and Bentley’s academic integrity course page on Blackboard into which all students and faculty are enrolled). The essence of the policy is that you should not represent someone else’s work as your own (no plagiarism, no cheating on exams, no illicit collaboration on projects, etc.). Failure to adhere to the policy can have serious consequences, including course failure, suspension, or even expulsion from the university. The best way to avoid a problem is to consult with your instructor before taking an action that might constitute a violation.” This course will use the Turnitin service to check your work for originality.

ESOL

The ESOL Center offers writing and English language support to students who are English Speakers of Other Languages (ESOL). Our faculty tutors specialize in working with multilingual writers and can provide feedback and strategies on writing for all your course and career-related writing. You’re welcome to come in for help at any stage of the writing process, from the brainstorming and organizing point through the final drafting stage. In addition, you can receive support related to source documentation, Power Point slide reviews, oral presentation practice, and pronunciation along with conversation fluency and enrichment.

The ESOL Center is located on the lower level of the Bentley Library, room 026. Day and evening appointments can be scheduled through https://bentleyesol.mywconline.net or by dropping by the ESOL Center to see if a faculty tutor is available. Because of the high demand for appointments, however, we encourage scheduling a time in advance whenever possible.

WRITING CENTER

The Writing Center is open days and evenings for one-to-one assistance with writing skills. It is staffed by a writing instructor and by peer tutors chosen both for the quality of their own writing and for their friendliness. Hundreds of students at Bentley — students of all years and abilities — use the Writing Center each semester. Drop-ins are welcome, but appointments are encouraged. For an appointment, call 781.891.3173 or visit the center’s online scheduling site.

I can only grade what I can comprehend from your written work. If you have difficulty making your thoughts clear you should consider using the services of the Writing Center or the ESOL Center.