

PEPPERDINE UNIVERSITY
GRAZIADIO SCHOOL OF BUSINESS AND MANAGEMENT

MARK ALLEN, Ph.D.

MBAM 661

CROSS-CULTURAL MANAGEMENT

FALL 2008

MONDAYS 1-5 PM, MALIBU

SYLLABUS

- Introduction** This course explores cultural influences on organizations and on the people working within them. Emphasis is placed on learning how to “learn culture” using methods for scanning the cultural assumptions of group; bringing personally held cultural assumptions to consciousness; gaining exposure to the cultures of a variety of different regions, nations, and groups and considering their organizational and managerial implications; and facilitating communication and cooperation across cultures. Personal and managerial skills are developed to enhance performance in multicultural environments and on transpatriate assignments.
- Logistics** The course will meet at Pepperdine University’s Malibu Campus on Wednesday afternoons from 1-5 pm from October 22 through December 3.
- Professor** Mark Allen is a practitioner faculty member in the Management and Organizations department at the Graziadio School of Business and Management. He served for more than ten years as the Director of Executive Education at the Graziadio School where he developed and managed non-degree executive development programs for local, national, and international companies. Previously, he was Program Director in Executive Education at the USC’s School of Business Administration, Academic Director for Kaplan and Vice President and General Manager of Integrated Data Concepts. He holds a Bachelors Degree from Columbia University, an MBA from Pepperdine University and a Ph.D. in Higher Education from USC. He is the editor and co-author of *The Next Generation of Corporate Universities* which was published by Pfeiffer in February of 2007 and *The Corporate University Handbook*, which was published by AMACOM in 2002. He serves on the Board of Regents for Farmers Insurance Company’s University of Farmers and on the Board of Advisors for the Paris-based Global Council of Corporate Universities. He has consulted with companies and spoken at conferences in the US, Canada, France, China, Italy, and Barbados.
- Availability** I am available to speak with or meet with students to ensure understanding of course content and assignments. Feel free to call me during the day at the office number (if I am not in, I will return calls as soon as possible). I respond promptly to e-mails as well. I am also available to meet with students in my West Los Angeles office or on Wednesdays in Malibu by appointment.
- 310-568-5593 (office)
mallen@pepperdine.edu

Course Objectives After successfully completing this course, students will be able to:

- Understand the Integrated Cultural Framework
- Appreciate the role of culture (both internal and external) in organizations
- More fully understand the communication/culture/change link
- Better appreciate the value of cultural diversity
- Have a more realistic view of international careers, including the impact on lifestyle
- Define leadership
- Contrast management and leadership
- See the international dimensions of leadership
- See the international and cultural dimensions of ethics
- Negotiate cross-culturally
- Apply the various concepts from this course to real-world situations
- Analyze cases involving cross-cultural aspects of business
- Write about cross-cultural issues
- Orally present cross-cultural case analyses

Required Readings

Adler, N.J. & Gundersen, A. (2007) *International dimensions of organizational behavior (5th Ed.)*. Cincinnati, OH: South-Western.

Cohen, E. (2007) “Global considerations for corporate universities” In M. Allen (ed.), *The next generation of corporate universities*. San Francisco: Pfeiffer. (On BlackBoard).

How to steer clear of pitfalls in cross-cultural negotiations. Harvard article.

Mallinger, M. & Rossy, G. (1999). *Integrated cultural framework*. (Attached to this syllabus)

Oil and Wasser. Harvard case.

Shanghai real estate. Harvard case.

What gets lost in translation. Harvard article.

Schedule

October 22: Course Introduction and Introduction to the Integrated Cultural Framework

Readings: Integrated Cultural Framework (appended to this syllabus)

Activities: “Where have you been?”

October 29: Culture, Communication, and Change

Readings: Adler, Chapters 1, 2, and 3

Activity: Electric Maze

November 5: International Careers

Readings: Adler, Chapters 8, 9, and 10

Activity: “Tales from an expatriate: Mexico City, Singapore, and Hong Kong”—
Guest Speaker Jaime Prieto, Vice President of Marketing, Ameya Preserve and
former international executive for Ogilvy.

November 12: Cultural Diversity and Multicultural Teams

Readings: Adler, Chapters 4 and 5. Cohen article. Oil and Wasser case.

Activity: “Gung Ho” movie and discussion.

Deliverable: Individual case analysis paper of Oil and Wasser.

November 19: International Dimensions of Leadership and Ethics

Readings: Adler, Chapter 6

Activity: Great Leaders and What Makes Them Great

November 26: Cross-Cultural Negotiation

Readings: Adler, Chapter 7, Shanghai Real Estate Case, How to Steer Clear of
Pitfalls in Cross-Cultural Negotiations, What Gets Lost in Translation

Activities: Oral presentations of Shanghai Real Estate Case, Real Estate Negotiation
Exercise.

Deliverable: Team case analysis paper of Shanghai Real Estate

December 3: Course Integration, Application, and Wrap-Up

Activity: Application discussion, Basketball video

Deliverable: Final examination paper

- Assignments**
- Individual Case Analysis Paper, due November 12. See p. 6 for details.
 - Group Case Analysis Paper, due November 26. See page 7 for details.
 - Group Case Oral Presentation, November 26. See page 7 for details.
 - Take-Home Final Exam: Application Paper, due Dec. 3. See page 8 for details.

Grading

The assignments are weighted as follows:

Individual Case Analysis Paper	20%
Group Case Analysis Paper	20%
Group Case Oral Presentation	10%
Final exam: Application Paper	30%
Class Participation	20%

Grading Standards Written work will be graded based on the thoroughness of topical coverage, the quality of the ideas, and the quality of the writing. Papers should be written in adherence to APA style and at a level suitable for graduate students.

Class participation is a vital component of this course. You will be graded on the quality of your contributions as well as the quantity. You are expected to contribute to the discussion every class, therefore your attendance is essential. If you are not in class, you cannot participate in the discussion, therefore you cannot earn credit for class participation, so absence from class will impact your class participation grade. Good class participation also consists of attentive listening to the professor and to other students.

Papers and presentations that are submitted late are not eligible for full credit. Papers that are 1-6 days late will be marked down by one grade (for example, from A- to B+), papers that are 7-14 days late will be marked down by two grades (for example from A- to B), and papers that are more than two weeks late will be marked down by three grades (for example from A- to B-). All work must be submitted in order for a student to receive a passing grade in this course.

Individual Case Analysis Paper

Please read the “Oil and Wasser” case and write an analysis of it. Please thoroughly analyze the elements that you believe are contributing to the problems between these two organizations. Among the topics you might want to address are:

- What is Michael Brighton doing to contribute to the difficulties?
- What is Dieter Wallach doing to contribute to the difficulties?
- What are the cultural elements that are at play here?
- Is it possible for these two people to collaborate on a leadership plan?
- Is it possible for these two companies to develop a successful leadership plan?
- If so, what do they need to do?
- Do you believe this merger can be successful, or is it doomed to failure?

Ultimately, after analyzing the case and addressing these and other questions, you will need to make some recommendations. Specifically, what should Michael Brighton do next? In other words, if you were Michael Brighton, what specific actions would you undertake? While it is advisable to consider some options, ultimately you must settle on a recommended course of action.

This paper is to be handed in (as a double-spaced hard copy) on November 12. Please also be prepared to discuss your analysis and recommendations in class. There is no specific page limit to this paper, but as a general guideline, I would envision your paper to be in the neighborhood of 4-8 pages.

Group Case Analysis Paper and Oral Presentation

Working in a group of approximately 4-5 people, please write an analysis of the Shanghai Real Estate case. Read the case thoroughly and provide an analysis of the major issues. In your discussion, you will want to describe what you think the major issues in this case are.

The primary goal of this paper is to discuss the case and its issues, then provide answers to the following questions:

- What, in your opinion, is the cause of the problems here?
- Is Mr. Wong acting illegally?
- Is Mr. Wong acting unethically?
- Is the Agreement (Exhibit 1) sufficient to enable the parties to do business with each other? If not, why not? What else would be needed?
- What, specifically, should Jeff Rosenberg do?

Be specific in answering these questions. While it is acceptable to list some options, ultimately you must choose a course of action. What, specifically, would you do if you were Jeff Rosenberg? Please write in one voice as a group in your paper. While it is acceptable to discuss various options, do not provide several points of view in your recommendations.

The paper is to be handed in (hard copy) on November 26. Again, there is no hard and fast size guideline, but I would envision a paper in the neighborhood of 6-12 pages.

You will also make a brief oral presentation of your analysis and recommendations. You may all address the class as a group, or you may have a minimum of two (and a maximum of your whole group) make the oral presentation. Regardless of who presents or how many speakers you use, the group's grade for the presentation will be the same for the entire group. You may use whatever visual aids you like (or no visual aids), but your presentation will be limited to a maximum of 10 minutes, so be succinct and to the point.

Take-Home Final Examination: Application Paper

At the end of the course, your final exam will be an application paper which describes how you anticipate the concepts from this course will apply to your professional life. This paper should be written with your current situation in mind and looking forward, but not applying the course's concepts retrospectively to a past situation.

Among the questions you might want to address in this paper are:

- What are the most relevant concepts from the course to you?
- How do anticipate those concepts impacting you professionally?
- How will you apply these concepts to your future work?
- What from this course has made an impact on you personally or professionally as you have progressed through this course?
- What from this course do you anticipate having the greatest impact on you professionally as you move forward in your career?
- Knowing what you know after taking this course, what will you do differently from now on?

As you answer these questions, be as specific as possible. Don't just say, "I found the concept of culture to be relevant to me." Write specifically about how you would apply a certain model to a situation.

The important criteria in this paper are application and specificity. Your success in this paper will depend not only on how well you demonstrate an understanding of concepts, but on how well you can apply them to real world situations. The more specificity you bring to your discussion, the better the application will be.

Again, this paper should be written at a level consistent with a graduate program. However, as this is a highly personal paper, it is acceptable—and advisable—to write in the first-person. Think of this paper as telling a story—a personal one about you and your work.

This paper is due on December 3. Please make a special effort not to be late, as the deadline for this paper is the end of the course. As a general guideline, I envision this paper to be in the neighborhood of 7-15 pages.

Conduct

This course may require electronic submission of essays, papers, or other written projects through the plagiarism detection service Turnitin (<http://www.turnitin.com>). Turnitin is an online plagiarism detection service that conducts textual similarity reviews of submitted papers. When papers are submitted to Turnitin, the service will retain a copy of the submitted work in the Turnitin database for the sole purpose of detecting plagiarism in future submitted works. Students retain copyright on their original course work. The use of Turnitin is subject to the Terms of Use agreement posted on the Turnitin.com website. You may request, in writing, to not have your papers submitted through Turnitin. If you choose to opt-out of the Turnitin submission process, you will need to provide additional research documentation and attach additional materials (to be clarified by the instructor) to help the instructor assess the originality of your work.

The University expects from all of its students and employees the highest standard of moral and ethical behavior in harmony with its Christian philosophy and purposes. Engaging in or promoting conduct or lifestyles inconsistent with traditional Christian values is not acceptable.

The following regulations apply to any person, graduate or undergraduate, who is enrolled as a Pepperdine University student. These rules are not to be interpreted as all-inclusive as to situations in which discipline will be invoked. They are illustrative, and the University reserves the right to take disciplinary action in appropriate circumstances not set out in this catalog. It is understood that each student who enrolls at Pepperdine University will assume the responsibilities involved by adhering to the regulations of the University. Students are expected to respect order, morality, personal honor, and the rights and property of others at all times. Examples of improper conduct for which students are subject to discipline are as follows:

- *Dishonesty in any form, including plagiarism, illegal copying of software, and knowingly furnishing false information to the University.*
- *Forgery, alteration, or misuse of University documents, records, or identification.*
- *Failure to comply with written or verbal directives of duly authorized University officials who are acting in the performance of assigned duties.*
- *Interference with the academic or administrative process of the University or any of the approved activities.*
- *Otherwise unprotected behavior that disrupts the classroom environment.*
- *Theft or damage to property.*
- *Violation of civil or criminal codes of local, state, or federal governments.*
- *Unauthorized use of or entry into University facilities.*
- *Violation of any stated policies or regulations governing student relationships to the University.*

Disciplinary action may involve, but is not limited to, one or a combination of the

alternatives listed below:

Dismissal – *separation of the student from the University on a permanent basis.*

Suspension – *separation of the student from the University for a specified length of time.*

Probation – *status of the student indicating that the relationship with the University is tenuous and that the student’s records will be reviewed periodically to determine suitability to remain enrolled. Specific limitations to and restrictions of the student’s privileges may accompany probation.”*

Policy on Disabilities

Assistance for Students with Disabilities

The Disability Services Office (DSO) offers a variety of services and accommodations to students with disabilities based on appropriate documentation, nature of disability, and academic need. In order to initiate services, students should meet with the Director of the DSO at the beginning of the semester to discuss reasonable accommodation. If a student does not request accommodation or provide documentation, the faculty member is under no obligation to provide accommodations. You may contact the Director of Disability Services at (310) 506-6500. For further information, visit the DSO Web site at: <http://www.pepperdine.edu/disabilityservices/>.

Integrated Cultural Framework*

by Mark Mallinger and Gerald Rossy

Ability to Influence: The extent to which organization members have an opportunity to influence decisions.

Questions that determine ability to influence include:

- where are decisions made within the organization?
- Is the organization centralized or decentralized?
- To what extent do members perceive they have an opportunity to change procedures and policies?

Comfort with Ambiguity: The extent to which the members of the organization are comfortable with uncertainty and risk taking

- Are there lots of rules and regulations that define the way “things” should be done?
- To what extent is risk encouraged?
- To what extent is the organization comfortable with uncertainty?

Achievement Orientation: The extent to which members are assertive, goal directed and achievement oriented

- Is there a high expectation of achievement?
- Do organization members strive to attain goals?
- Is there a high degree of assertiveness?
- Is increased levels of performance encouraged?

Individualism vs. Collectivism: The extent to which individual versus group loyalty exists

- Are rewards individual or group based?
- To what extent do members work as a team?
- Do members identify with being part of a team or is teamwork perceived as an obligation?

Egalitarianism: The extent to which equal opportunity exists for advancement for organization members

- Do men and women have the same promotional opportunities?
- Is race/ethnicity a barrier to advancement?
- Do all members regardless of age have the chance to move up in the organization?

Time Orientation: The extent to which the organization’s goals/mission is focused on values from the past, present or future.

- Is the vision based on the values of the founders (i.e., the past), the current environment (present) or an estimation of the future?
- Is the implementation of the strategy past, present or future oriented?

Space Orientation: The extent to which physical layout of the organization is public, private or a mix of both

- To what extent is office space shared?
- To what extent do you see closed versus open doors?
- To what extent are members territorial, that is, protective of their space?

* From "Film as a Lens for Understanding Culture and its Implications for Management Practice."
Mallinger & Rossy, 1999