

# FOSTER SCHOOL OF BUSINESS

## MBA 579: Leading across Cultures Summer Quarter, 2017

### Professor

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### Readings/Additional Material

Course Pack  
Recommended readings/podcasts/videos on Canvas

### Course Overview

In the not-so-distant past, only a small percentage of managers in organizations needed the knowledge and skills to lead employees from cultures other than their own. Today, however, virtually every manager will need these skills at some point, and some will make their careers on them. With a burgeoning global market, increased expatriate assignments, and technologies that allow people to work together virtually, it is vital that managers learn how to lead across cultures. This course approaches the subject from an organizational behavior perspective, focusing on the psychology of cross-cultural relationships. Topics covered include cultural differences, cross-cultural collaboration, negotiating across cultures, and global leadership.

### Course Objectives

- Provide you with a basic understanding of the psychology of cross-cultural management
- Develop your cultural intelligence
- Help you critically analyze business cases on cross-cultural work
- Give you practical tools for leading people from cultures other than your own

## Summer 2017 Course Schedule

This schedule is tentative. Because the amount of time required to cover each topic tends to vary, topics may be changed or omitted depending on our progress throughout the quarter.

Date	Topic	Preparation materials	Assignments due	Class activities
July 26	Foundations of cross-cultural leadership	1. The Influence of Cultural Values in Business Practice 2. <i>Case</i> : Competence, Competitiveness, and Intercultural Conflict in Qatar		- Lecture - Case discussion - Cultural advice exercise
August 2	Collaborating across cultures	3. Managing Multicultural Teams 4. Cultural Intelligence: Chapter 7: Working with Multicultural Groups and Teams 5. <i>Case</i> : InterSoft of Argentina	InterSoft team case	- Lecture - Team case discussion - 5 Tricks card game - Tip of the iceberg simulation
August 9	Negotiating across cultures	6. Lessons from Abroad: When Culture Affects Negotiating Style 7. Getting to Si, Ja, Oui, Hai, and Da 8. <i>Case</i> : Luna Pen		- Lecture - Luna Pen interactive case (with 3 more parts)
August 16	Global leadership	9. In the Eye of the Beholder: Cross Cultural Lessons in Leadership from Project GLOBE 10. <i>Case</i> : Leading across Cultures at Michelin	Michelin individual case  Final exam (due August 23)	- Lecture - Individual Michelin case discussion (with 2 more parts)

### Expectations and Course Plan

This is a highly participative course, with many discussions, exercises, and simulations. While I will endeavor to make these sessions engaging and interesting, it is your responsibility to come to class prepared and motivated to learn.

Here are the components that will comprise your grade for the course:

- 1) *Case analyses (50%)*. You will analyze two of the business cases that we will be covering in class. For one, you will work with a team to analyze the case (worth 20%), and for the other, you will work individually (worth 30%).

In your team case analysis, you should focus on (a) uncovering the core issues of the case, and (b) making a recommendation on what the protagonist of the case should do. **For your assigned team case, please prepare two slides.** The first should be your analysis of the key problem(s) of the case, and the second should outline your recommended course of action.

**Your individual case analysis should be 2-3 pages long (single-spaced) and cover responses to the posted questions for the case.** Each analysis will be evaluated on the basis of (a) the depth of your critical thinking and analysis; (b) the strength of your arguments, including providing evidence for

your point of view; and (c) the professionalism of the document, including the quality of your writing, neatness, spelling, and punctuation.

These are due before class on the day we discuss the case; please upload them to Canvas.

Extensions will not be granted for any reason; late submissions will be penalized 10% for each day they are late. If you are not satisfied with your performance on one of the case analyses, you also have the option of writing a third analysis and can substitute your grade on that case for your lowest grade on the previous case analyses.

Case analyses are due before class on the day we discuss the case; please upload them to Canvas.

Extensions will not be granted for any reason; late submissions will be penalized 10% for each day they are late.

- 2) *Take-home final (40%)*. A take-home final will be on Canvas after the last class session. You will have one week to complete and submit it. As with case analyses, extensions will not be granted and late submissions will be penalized 10% for each day they are late.
- 3) *Participation(10%)*. Effective and worthwhile discussion participation includes contribution of comments that demonstrate knowledge and integration of course material, building on responses of others, and critical, but respectful analysis of others' comments. As such, your participation grade in the three modes listed above will be indexed in three ways: (1) the *frequency* of your contributions, (2) their *quality* (ability to draw on course materials and your own experience productively; ability to advance or sharpen discussion and debate; willingness to take risky or unpopular points of view; use of logic, precision, and evidence in making arguments; and going beyond the "I feel" level of introspection); and (3) the *professionalism* of your conduct (punctuality, preparedness, respecting other class members and their contributions, and refraining from conduct that is distracting).

## Grading

In business, employees who do what is expected of them are generally considered to be average performers. Those who do what is expected of them but do it excellently are good performers. But those who go above and beyond what is expected of them and do it excellently are stars. *Please don't expect star grades for what is merely average or even good work.*

## Class Attendance

Class attendance with your scheduled section is critical to participation in the learning experience. In accordance with Foster MBA Program policy, attendance and is required aside from circumstances related to (1) illness or (2) unavoidable conflict with a job or internship interview that cannot be rescheduled. Regardless of the rationale for missing a class meeting, please note that you are responsible for the learning experience that takes place in your absence; please work within your core team to address any material you may have missed, and please contact me afterward should you have lingering questions or concerns about course content.

## Student Professionalism in Class

Each student is expected to be on time to and prepared for each class meeting as well as fully engaged in class content throughout the class meeting. I ask that you stay offline during class sessions and only use your laptop for class-related activities. Research shows that being online (surfing the Web, checking email, texting, etc.) inhibits your ability to learn and distracts those around you (including me). Thanks for supporting this policy.

## The Honor Code

I employ the principles and procedures espoused by the Foster School of Business MBA Honor System to maintain academic integrity in the course. The Honor Code of the Foster School expressly prohibits cheating, attempted cheating, plagiarism, and lying to administration or faculty as it pertains to academic work. Suspected violations of the Honor Code will be handled by referral of the matter to the Foster MBA Honor Council.

I expect that you will complete all deliverables required in the course in accordance with the principles of the Honor Code and submit them by the due dates assigned. If you have any uncertainty about how the Honor Code applies to a specific deliverable in the course, please ask before taking action; when it is not possible to ask before acting, please err on the side of conservatism.

### Special Needs

If you have special needs due to a physical, emotional, or learning disability, contact me immediately. I will accommodate students' special needs to the best of my ability, but please notify me in advance. Students with disabilities should contact Disabled Student Services to develop reasonable accommodations. For an appointment with a counselor, call 543-8924 (voice) or 543-8925 (TTY), or e-mail [uwdss@u.washington.edu](mailto:uwdss@u.washington.edu).