



**MGMT 579 – Leading across Cultures**  
Spring, 2021

**Instructor:** Professor Xiao-Ping Chen  
**Class Hours:** Thursdays 6:00pm – 9:30pm  
**Course Website:** <http://canvas.uw.edu>

**Office:** Paccar 518  
**E-mail:** [xpchen@uw.edu](mailto:xpchen@uw.edu)  
**Office Hours:** By appointment via Zoom

**INSTRUCTORS**

**Xiao-Ping Chen** ([xpchen@uw.edu](mailto:xpchen@uw.edu)) is Philip M. Condit Endowed Chair Professor in Business Administration at the Michael G. Foster School of Business, University of Washington. She has served as Associate Dean for Faculty and Academic Affairs (2016-2020) and Chair of the Department of Management and Organization (2009-2015) at Foster. She is an elected Fellow in Academy of Management (AOM) and American Psychological Association (APA). Professor Chen has served as Editor-in-Chief for *Organizational Behavior and Human Decision Processes* (2010-2016) and is the founding and current Editor-in-Chief for *Management Insights*, a bilingual (Chinese and English) magazine for business educators and practitioners. She received her Ph.D. from University of Illinois at Urbana-Champaign and served as a faculty member previously at Indiana University and Hong Kong University of Science and Technology. She was also a distinguished visiting professor at University of Cambridge, Fudan University, Peking University, Kobe University, Indian School of Business, University of Hong Kong, Hong Kong Baptist University, National University of Singapore, Nanyang Technological University, and China Europe International Business School.

Professor Chen is highly involved in Chinese management research and business community. She served as President for International Association for Chinese Management Research (IACMR). She has published two books in English: *Leadership of Chinese Private Enterprises: Insights and Interviews*, and *A Journey toward Influential Scholarship: Insights from Leading Management Scholars*. She also published more than ten books in Chinese, and has conducted in-depth interviews with distinguished CEOs and founders of Chinese companies such as Liu Chuanzhi of Lenovo, Jack Ma of Alibaba, Pony Ma of Tencent, Wang Shi of Vanke, Ma Weihua of China Merchant Bank, Richard Liu of JD.Com, Yong Zhang of Haidilao and so on.

**Shawn Quan** ([xsquan@uw.edu](mailto:xsquan@uw.edu)) was born and raised in China. Shawn has worked as a concurrent interpreter in Thailand, a consultant for UN Women in South Korea, then as a marketing manager in the U.S., before she joined Foster as a Ph.D. student in organizational behavior. She hitchhiked around Tibet and Cuba, backpacked in Alaska and Mt Everest, and enjoys everything about cross-cultural leadership and communication!

## Course Overview:

Since the last century, organizations are internationalizing their operations aggressively to take advantages of technology advancements and global resource accessibility. Even with the challenge of the pandemic and the rhetoric of de-globalization, the number of enterprises conducting business across national borders has increased. Whether these global enterprises are capable of planning and managing a nationally and culturally diverse workforce becomes one key determining factor for their survival and success.

This course aims to provide students with a working knowledge of cross-cultural management as well as theoretical and analytical tools to make sound management decisions in an international setting. This course will prepare students to become effective global managers by (a) providing theoretical frameworks to help students organize their observation and experience in coherent ways, (b) expanding students' mind with more perspectives to view human motivation, cognition, and behavior, and (c) learning effective skills in intercultural communication, negotiation, and global leadership.

A range of participative learning methods will be used to facilitate an active classroom environment (e.g., case study, team projects, experiential exercises, group discussion, role playing, self-assessment, and guest speakers).

## Required Readings (see Appendix I)

## Required Cases (see Appendix II)

## Evaluation and Student Responsibilities:

Individual Assignments	30%
Group Projects	40%
Attendance	15%
Community Contribution	15%
<b>Total</b>	<b>100%</b>

The following grading scale will be used to determine final course grades:

% points	97-100	90-96	84-89	78-83	70-77	64-69	58-63	50-57	44-49	38-43	34-37	<34
Letter	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Decimal	3.9-4.0	3.5-3.8	3.2-3.4	2.9-3.1	2.5-2.8	2.2-2.4	1.9-2.1	1.5-1.8	1.2-1.4	0.9-1.1	0.7-0.8	0

This class is NOT graded on a curve. Historically, the median is 3.2-3.4.

**Late assignment policy:** I do NOT accept late assignments.

**Guideline for disputing a grade:** If you wish to dispute a grade on an exam or assignment, please do the following: i. Return the exam or assignment to me along with a written statement describing the issue you have with your grade; ii. Indicate specific questions/items, which you would like me to consider, and back up your claims with specific notes, page numbers, etc. I will accept and consider your concerns as long as they are made in writing and are given to me within a week after the return of the assignment/ exam in question.

***i. Individual assignments (30%):***

We will use cases (sometimes movies) extensively in this class to help you get a taste of the real-world cross-cultural management issues. Before the class discussion of each case, you will be given a list of questions to help you understand the case and think about the solutions to these questions. We will also have simulations and guest speakers in the class, after which individual reflections are required. How much and how well you will learn and how successful the class discussions can be will heavily depend on how well you do your individual assignments before and after the class. Please consult Canvas under the "Individual assignments" tag for details.

***ii. Team Projects and case analysis (40%):***

There are three group projects and one group case analysis for this class:

*Team project 1:* Strategies for group communication effectiveness (icEdge profile) (7%)

*Team project 2:* Group movie analysis (a movie related to a foreign culture) (15%)

Please select a foreign or U.S. movie that involves another culture other than the U.S. and then adopt the theoretical frameworks we discussed in class (e.g., Hall, Hofstede, Triandis, Trampenarrs) to analyze the similarities and differences between that culture and the U.S. and discuss the **potential managerial implications**. Below is a potential movie list, you are welcome to choose your own:

- Cinema Paradiso (Italy)
- CoCo (Mexico)
- Eat Drink Men Woman (Taiwan, China)
- Emily in Paris (France, US: TV show)
- I Not Stupid (Singapore)
- Letter from Hiroshima (Japan)
- Like Water for Chocolate (Mexico)
- Monsoon Wedding (India)
- My Big Fat Greek Wedding (US, Greece)
- One Hundred Foot Journey (France, India)
- Outsourced (US, India)
- Parasite (S. Korea)
- Shall We Dance (Japan)

*Team project 3:* Group reflection project (10%)

*Group case analysis:* One for each group (8%)

Your group will present the major issues and challenges of a case. Then, your group will need to raise questions and engage the class in interesting discussion, debate, and/or exercises. Finally, your group should wrap up class discussion and highlight key conclusions and insights (30 minutes).

***iii. Attendance and Community Contribution (30%):***

The efficient way to learn is to actively engage in your education. Therefore, I expect each of you to attend every class (open your video on Zoom), to read assigned articles and cases and come to class ready to discuss them and to share your understanding, insights, and relevant experiences with your classmates. If you are unable to attend a session, please let me know as soon as possible so that we can make a plan together for how you'll cover what you missed.

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 community contribution grade 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).

**Academic Misconduct:**

WAC 478-1220-020 of the University of Washington Student Conduct Code states that students are expected to "Practice high standards of academic and professional honesty and integrity." This means that students will not engage in activities like plagiarism, multiple submissions (submitting a paper for credit to more than once class), turning in a paper that you didn't write, cheating on exams, or collaborating on individual assignments. In short, academic dishonesty WILL NOT BE TOLERATED in any form. Although you may discuss assignments outside of class, turning in identical assignments, copying off others during exams, looking at someone else's exam, using past assignments or tests (other than what is posted on Canvas for common use) or any other form of academic dishonesty will result in a zero grade on the assignment and/or exam and could result in more severe penalties as allowed by University policy. Put even more succinctly: do your own work.

At the Foster School, we strive to promote an atmosphere that encourages "better than compliance." You are a member of a learning community and expected to uphold the fundamental standards of honesty, respect and integrity. It is your responsibility to model these qualities and encourage others to do the same.

**UNDERGRADUATE CODE OF CONDUCT**

I will uphold the fundamental standards of honesty, respect, and integrity and I accept the responsibility to encourage others to adhere to these standards.

HONESTY: I will be truthful with myself and others.

RESPECT: I will show consideration for others and their ideas and work.

INTEGRITY: I will be a leader of character. I will be fair in all relations with others

**Access and Accommodations:** Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or [uwdrs@uw.edu](mailto:uwdrs@uw.edu) or [disability.uw.edu](http://disability.uw.edu). DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

**Religious Accommodations:** Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>). Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form.

## Course Schedule and Deliverables

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.

### **4/01/21 Session 1: Introduction and Understanding Cultural Differences**

Course Overview

Globalization and cross-cultural management

Cultural values and work behaviors

#### **Understanding cultural differences: Culture Quiz**

Reading:

- Gupta A.K., & Govindarajan, V. (2002). Cultivating a global mindset.
- Osland, J. & Bird, A. (2000). Beyond sophisticated stereotypes

#### **After class homework:**

- Individual assignment: Survey- Give and take
- Watch movie *Gung Ho* (Director: Ron Howard; Actor: Michael Keaton) (no deliverables required)

### **4/08/21 Session 2: Intercultural Communication: Context Dependence**

**Due:** Survey results

#### **Movie analysis: Gung Ho**

Context of communication and communication effectiveness

#### **Cross-cultural dialogue analysis**

Non-verbal communication: Power pose

Reading:

- Adair, W., Buchan, N., Chen, X.P., & Liu, D. (2016). A model of communication context and measure of context dependence.

#### **After class homework:**

- Individual Assignment:
  - Cultural analysis of “*American Factory*” (documentary) (due at the beginning of next class)
  - Taking [icEdge communication style survey](#) and download your profile
  - Read Netflix *Going Global* (Hastings, R., & Meyer, E. 2020. No Rules Rules, Chapter 10, Bring it to the World!)

### **4/15/21 Session 3: Intercultural Communication: Purpose and Function**

**Due:** *American Factory* (< 500 words)

**Due:** self icEdge profile

Functions of high vs. low context of communication

#### **Explore the meanings of your icEdge profile**

#### **Discussion of Netflix *Going Global***

**After class homework:**

- Group assignment: Strategy and action plan for group communication effectiveness (due at the beginning of next class)
- Group assignment: Choosing a movie

**4/22/21 Session 4:** Group Communication Effectiveness and cross-cultural negotiation

**Due:** Strategy and action plan for group communication effectiveness

**Due:** Movie choice

**Group sharing of analyses and strategies**

Synergistic approach to cross-cultural negotiation

**Class exercise: Alpha-beta negotiation simulation**

Reading:

- Adler & Gundersen, 2008. Negotiating Globally

**After class homework:**

- Individual assignment:
  - Reflection on alpha-beta simulation (< 500 words)
  - Read cases -- Managing Diversity at Spencer Owens & Co and at Cityside Financial services
- Group assignment: Movie analysis preparation (watch the movie, discussion of focus, outline and details)

**4/29/21 Session 5:** Building a Multicultural Team

**Due:** Individual reflection on alpha-beta

Team diversity: Theories and empirical findings

**Case analysis:**

**Managing Diversity at Spencer Owens (Group 1)**

**Co and Cityside Financial Services (Group 2)**

Effective ways to establish human connection

**Class exercise: Reciprocity Ring**

Challenges for multicultural (diverse) teams

**Readings:**

- Rosabeth Moss Kanter (1980). A Tale of "O": On Being Different in an Organization.
- Harrison, D. A., & Klein, K. J. (2007). What's the difference? Diversity constructs as separation, variety, or disparity in organizations.
- Ely, R. & Thomas, D. 2001. Cultural diversity at work: The effects of diversity perspectives on group processes and outcomes.

**After class homework:**

- Group assignment: Movie analysis (PPT deck with detailed notes due at the beginning of next class)

**5/06/21 Session 6:** Group Movie Project Presentation

**Due:** Movie Project PPT deck with detailed notes

**Group presentation of movie project**

**After class homework:**

- Group assignment: Review group strategy for effective communication and revise action plans

**5/13/21 Session 7:** International HRM

**Due:** Review and Revised action plans for group communication effectiveness

Seven practices for successful organizations

**Guest speaker: James Murphy, Executive VP and COO of Costco**

Reading: Pfeffer & Viega, 1999. Putting people first for organizational success

**After class homework:**

- Individual assignment:

- Reflection on Jim Murphy's sharing (< 300 words)
- Read cases -- Global talent management at KONE and Intel in China

**5/20/21 Session 8:** International HRM- Global Talent development

**Due:** Individual reflection

Developing global executives

**Case discussion: Intel in China (Group 3)**

**Case analysis: Global talent management at KONE (Group 4)**

**Guest speaker: Ingmar Björkman**, Professor of International Business and former Dean of Aalto University School of Business in Finland

Reading:

- Osland, J.S., Bird, A., Mendenhall, M., & Osland, A. (2006). Developing global leadership capabilities and global mindset: A review.

**After class homework:**

- Individual assignment:
  - Self-assessment: International career inventory
  - Individual assignment: read cases --Ellen Moore in Bahrain and Michelin (A)

**5/27/21 - Session 9 International HRM: Expatriate Management and CQ development**

**Due:** International career survey

Journey to becoming a global manager

Challenges for women expats

**Case analysis: Ellen Moore in Bahrain (Group 5)**

**Case analysis: Leading across Cultures at Micheline (A) (Group 6)**

Reciprocity Ring update

Reading:

- Helen Deresky (2014). Managing expatriates (International Management pp. 278-288)
- Adler, N., & Gundersen, A. (2008). Coaching women for global managerial success. (International Dimension of OB: pp.297-304).
- Ng, K-Y., Van Dyne, L., & Ang, S. (2009). From Experience to Experiential Learning: Cultural Intelligence as a Learning Capability for Global Leader Development. *AMLE*, 8,511-526.

**After class homework:**

- Individual assignment: Read case – Carlos Ghosn (part I and Part II)
- Group assignment: Presentation of group reflection project (creative presentation format encouraged: musical, drama, live or recorded TV interview)

**6/03/21 Session 10:** Global leadership- Transformational leadership

What is transformational leadership and how does it work across cultures?

**Case analysis: Carlos Ghosn (I) (Group 7)**

**Carlos Ghosn (II) (Group 8)**

**Satya Nadella at Microsoft (Group 9)**

**Group Final Project presentation (the rest of groups)**

Reading:

- Den Hartog, D. N., House, R. J., et al. (1999). Culture Specific and Cross-culturally Generalizable Implicit Leadership Theories: Are Attributes of Charismatic/transformational Leadership Universally Endorsed? *Leadership Quarterly*, 10(2), 219-256.



## 6/10/21 -- Final Group Reflection Paper due by 5pm

### Appendix I: Readings

#### Session 1:

- Gupta A.K., & Govindarajan, V. (2002). Cultivating a global mindset. *Academy of Management Executive*.
- Osland, J.S. & Bird, A. (2000). Beyond sophisticated stereotypes. *Academy of Management Perspective*.

#### Session 2:

- Adair, W., Buchan, N., Chen, X.P., & Liu, D. (2016). A model of communication context and measure of context dependence. *Academy of Management Discoveries*.

#### Session 3:

- Hastings, R., & Meyer, E. (2020). *No Rules Rules*, Chapter 10, Bring it all to the World!

#### Session 4: Adler & Gundersen, 2008. Negotiating Globally.

#### Session 5:

- Harrison, D. A., & Klein, K. J. (2007). What's the difference? Diversity constructs as separation, variety, or disparity in organizations. *Academy of Management Review*.
- Ely, R. & Thomas, D. 2001. Cultural diversity at work: The effects of diversity perspectives on group processes and outcomes. *Administrative Science Quarterly*.

#### Session 7: Pfeffer & Viega, 1999. Putting people first for organizational success, AME.

#### Session 8: Osland, J.S., Bird, A., Mendenhall, M., & Osland, A. (2006). Developing global leadership capabilities and global mindset: A review. In *Handbook of research in international HR management*, pp. 197-222.

#### Session 9:

- Deresky H. (2014). Managing expatriates (International Management pp. 278-288).
- Adler, N., & Gundersen, A. (2008). Coaching women for global managerial success. (*International Dimension of OB*: pp. 297-304).
- Ng, K-Y., Van Dyne, L., & Ang, S. (2009). From Experience to Experiential Learning: Cultural Intelligence as a Learning Capability for Global Leader Development. *AMLE*, 8,511-526.

#### Session 10: Den Hartog, D. N., House, R. J., et al. (1999). Culture Specific and Cross-culturally Generalizable Implicit Leadership Theories: Are Attributes of Charismatic/transformational Leadership Universally Endorsed? *Leadership Quarterly*, 10(2), 219-256.

## Appendix II: Exercises and Cases

### Session 1:

- Survey -Give and Take
- Movie Gung Ho (Director: Ron Howard, 1986)

### Session 2:

- Documentary film: *American Factory*, 2019
- icEdge communication style survey (<http://icEdge.com>)

### Session 3:

- Group icEdge assignment worksheet

### Session 5:

- Case - Managing Diversity at Spencer Owens & Co.
- Case - Managing Diversity at Cityside Financial Services

### Session 8:

- Survey - International career inventory
- Case - Global talent management at KONE
- Case – Intel in China

### Session 9:

- Case - Ellen Moore in Bahrain
- Case - Leading across Cultures at Micheline (A)

### Session 10:

- Case - Carlos Ghosn (I & II)
- Case – Satya Nadella: A growth mindset for Microsoft

### Additional Books:

*Beyond Cultures*. By Edward Hall, 1976.

*Individualism and Collectivism: New Directions in Social Psychology*. By Harry Triandis, 1995.

*Developing Global Executives*. By Morgan McCall & George Hollenbeck, 2002.

*Kiss, Bow, Or Shake Hands: The Bestselling Guide to Doing Business in More Than 60 Countries*. Second Edition by Terri Morrison and Wayne A. Conaway, 2006.

*Riding the Waves of Culture: Understanding Diversity in Global Business* by Fons Trompenaars and Charles Hampden-Turner, 2012.

*The Culture Map: Breaking Through the Invisible Boundaries of Global Business* by Erin Meyer, 2014.

*Global leadership: Research, practice, and development*. By Mark Mendenhall, Joyce Osland, Alan Bird, et al. 2017.

*Leadership of Chinese Private Enterprises: Insights and Interviews*. By Anne Tsui, Yingying Zhang, & Xiao-Ping Chen, 2017.