Course Description and Objectives

This is a hands-on course in which exercises, cases (possibly a guest speaker) give answers to the following questions: What skills are needed by global business leaders? What is required to do cross-border business? What essential strengths and weaknesses do you have as a cross-cultural leader and how can you maximize your potential?

Topics Covered

This weekend course will focus on these elements:

- Cases and life examples (including guest speakers)
- Recent research on global leaders and leadership, building on the core OB and Leadership courses, including models of how to behave intelligently across cultures and cross-cultural studies. We will draw on the GLOBE study (Global Leadership and Effectiveness Study), the newest large scale cross-cultural leadership study available.
- Enhancing your individual skills by hands-on exercises on how to deal with difficult situations as a global business leader, how to inspire your work groups, how to become more culturally aware, understanding and improving your cultural intelligence, etc. are part of the course.

Format and Teaching Methods

The course is based on understanding the most important dimensions of culture and a set of readings. This cultural understanding is then applied in various hands-on exercises, role-plays, cases and an ethnographic experience that leads to quick understand of culture. All of this leads to discussions of organizations culture change.

Readings and Text

- Selected readings and cases


These are two most important books on cross-cultural research that we work from (but you do not need to buy them):
Sessions 1 & 2 (Friday afternoon): Global Business and Cross-Cultural Leadership

Readings: “Culture and organization” Chapter 4 of Managing Across Cultures by Susan Schneider & Jean-Louis Barsoux.


Role Play: To be distributed during class

Case: DaimlerChrysler Merger: The quest to create “one company” (Babson College, Reprint BAB041)

Exercise: Choose a culture you know well (not your own); make it OTHER culture; describe OTHER culture I (action sequence)

Role Play: Critiquing an employee in OTHER culture

Video: Cross-cultural Management by Trompenaars (needs to be bought)

Evening preparation: YOUR culture dimension – so that you can give a very short introduction one of the next days (3 minutes) (chapters will be distributed in class on first day).

Sessions 3 & 4 (Second day – full day): Culture and Leadership


Case: The Transformation of BP (case study by LBS, Michelle Rogan, Lynda Gratton & Sumantra Ghoshal)

Presentation: Your culture dimension – 3 minutes per presentation – how does it affect leadership? Please be sure to not just repeat the dimension itself (as done by lecturer on Monday), but concentrate on leadership issues (Yukl’s list).

Exercise: To be announced

Sessions 5 & 6 (Third day): Leading Cross-Cultural Teams


“The ‘international’ manager,” Chapter 7 of Managing Across Cultures by Susan Schneider & Jean-Louis Barsoux.

Case: The Case of the Floundering Expatriate (HBR, Reprint 95401X)

Presentation: YOUR culture dimension – 3 minutes per presentation – how does this particular cultural dimension affect cross-cultural teamwork? (chapters will be distributed in class on first day). Please be sure to not just repeat the dimension itself, but concentrate on teamwork.

Exercise: Describe OTHER Culture II: How to lead: Use Yukl’s list of managerial activities and ask people to describe and then role play OTHER culture in how to tell somebody what to do, how to teach people something they do not know, how to arrange for a deadline, etc. (and give theoretical reasons for your choice)

Exercise: How to increase trust in a culture and in a cross-cultural team.

Case: Data Printer International

Preparation: Presentation of ethnographic study in groups of 5 (more details will be provided), Ethnographic study (group work) – results (not more than 5 minutes per group).
Course Assessment

The course requires effective class participation, written case analysis, class presentations, and a group project. The course will have no final written exam and your grade will be based on the following:

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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Class Participation</td>
<td>15%</td>
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<tr>
<td>Case Analysis</td>
<td>40%</td>
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<td>Key Learning Points Presentation (Team)</td>
<td>20%</td>
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<td>Class Project (Team)</td>
<td>25%</td>
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Class Participation (15%)

This course uses learning methods that require active involvement (e.g., discussions, exercises, simulations, etc.). Thus, attendance is required for every class session. I expect you to come to class ready to discuss the assigned readings and/or case. What you get out of this course depends on what you put in.

*Participation quality (thoughtfulness of comments/questions) is valued more than participation quantity (frequency of comments/questions).*

If you are apprehensive about speaking in class please see me. I am happy to work with you to plan your participation in advance so that you can prepare your comments.

Absence, lateness, and lack of preparation each have a negative impact on your class participation grade.

Case Analysis (40%) (Individual)

You have to write one case analysis prior to the discussion of the case. You should show your ability to discuss intelligently on the basis of your readings and on the basis of lectures/discussion in class what is important, problematic etc in a case. You need to suggest a way forward in each case. Four requirements:

1. The case analysis should be **no longer than 1000 words**. Two additional pages can be used for appendices (e.g. tables, figures, etc.).
2. All submissions must be uploaded to IVLE prior to the class in which the case will be discussed.
3. There will be a draw in the beginning of the class that decides which case you have to prepare.
4. I will not grade the cases week by week but start grading them after the second month of classes (you will be told in class, when I start to grade and when the grades will be posted).

*See writing guidelines.*
Key Learning Points Presentation (20%)

Each person will be responsible for a 3 minute presentation on one cultural dimension. Be as creative and inventive with this presentation as you can. If you have a powerpoint presentation, please give it to me just before or at the time of your presentation.

Class Project: Ethnographic Study (25%) (Team)

This is a hands-on experience. Students’ will work in teams. More information on these projects will be provided in class

Number of Students:

This is a hands-on course. Not more than 40 students possible to take in this course.