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School of Marketing & International Business

**IBUS 306**  
**EXPERIENCING MANAGEMENT ACROSS CULTURES**

Trimester One 2009

**COURSE OUTLINE**

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**Contact Details**

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**Trimester Dates**

Trimester 1 starts Monday 2 March and ends Wednesday 1 July, 2009.

**Class Times and Room Numbers**

Lectures:

Tuesdays 10:30-12:20 RH LT3

Thursdays 10:30-11:20 RH LT3

Tutorials:

Students will be required to devote all of their tutorial time to working in collaborative learning groups and on the Global Enterprise Experience (GEE) project. This course has an experiential component in the form of a cross-cultural exercise (GEE) during the period 18th March to 8th April, 2009.

**Withdrawal dates:** Information available via  
<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

## Course Learning Objectives

This course is designed to develop students' competencies in cross-cultural management and leadership. Topics covered will focus on different aspects of team leadership, being a global leader, and managing change in the context of working in multinational organizations. The course is taught through sessions/lectures, individual and group work, and the Global Enterprise Experience (GEE).

It is expected that you will attain the following **learning outcomes** in this course:

1. Design strategies for working in multicultural teams (assessed by individual assignment 1 and final examination)
2. Develop cross-cultural leadership skills (assessed by individual assignment 2 and final examination)
3. Deliver a presentation and lead a discussion (assessed by group assignment)
4. Use communication skills to facilitate and coordinate interaction between group members (assessed by group assignment, assignment 2, and final examination)

In addition, you will acquire the following **skills**:

1. An ability to work in diverse teams
2. An improvement in your written and oral communication skills
3. The ability to apply theoretical concepts and terminology when identifying and analysing real life working in multicultural teams (both co-located and globally).

## Course Content

Sessions will generally be conducted by the lecturers in a seminar format with all students expected to take active roles in the discussion. For topics, lecturers, and assignment due dates in the course see Course Schedule on p. 8.

The collaborative learning groups will be presenting theories, models, concepts and learning points covered in the reading material for their allocated session, but you should also familiarise yourself with the material and make contributions to the discussion. Additionally, the listed readings form the base to draw on when preparing assignment 1 and 2 as well as the final exam. For course readings see Course Materials on p. 3.

## Expected Workload

In addition to classroom hours (lectures) you should expect to spend about 10 hours per week in reading, assignments and thinking about the course material.

## Group Work

During certain phases of the course (depending on your collaborative learning group time allocation, and during the three weeks of the GEE) you will need to reserve additional time.

## Course Materials

The course readings below are listed by the topics addressed in the sessions/lectures. You can access reading material through the VUW Library (see Blackboard for which links to use).

### **Readings:**

#### Cross-Cultural Leadership

1. Javidan, M., Dorfman, P.W., Sully de Luque, M., and House, R.J. (2006) In the Eye of the Beholder: Cross Cultural Lessons in Leadership from Project GLOBE, *Academy of Management Perspectives*, 20(1):67-90
2. Maznevski, M.L and DiStefano, J.J. (2000) Global Leaders are Team Players: Developing Global Leaders through Membership in Global Teams, *Human Resource Management*, 39(2&3):195-208
3. Hofstede, G. (1980) Motivation, Leadership and Organization: Do American theories Apply Abroad? *Organizational Dynamics*, 9(1): 42-63

#### Global Virtual Teams: modus operandi

4. Maznevski, M.L. and Chudoba, K.M (2000) Bridging Space over Time: Global Virtual team Dynamics and Effectiveness, *Organization Science*, 11(5): 473-492
5. Zakaria, N, Amelinckx, A., and Wilemon, D. (2004) Working Together Apart? Building a Knowledge-Sharing Culture for Global Virtual Teams, *Creativity and Innovation Management*, 13(1): 15-29

#### Leading Global Virtual Teams

6. Barczak, G., McDonough, E.F., and Athanassiou (2006) So you want to be a global project leader?, *Research Technology Management*, May/June, 49(3):28-35
7. Malhotra, A., Majchrzak, A., and Rosen, B., (2007) Leading Virtual Teams, *Academy of Management Perspectives*, 21(1):60-70
8. Greenberg, P.S., Greenberg, R.H. and Antonucci, Y.L. (2007) Creating and Sustaining Trust in Virtual Teams, *Business Horizons*, 50:325-333
9. Duckworth, K. (2008) How TRW Automotive helps Global Virtual teams Perform at the Top of Their Game, *Global Business and Organizational Excellence*, 28(1):6-16

#### Global Leaders: mindset and cultural intelligence

10. Levy, O., Beechler, S., Taylor, S., and Boyacigiller, N.A. (2007) What we talk about when we talk about 'global mindset': Managerial cognition in multinational corporations, *Journal of International Business Studies*, 38(2):231-258
11. Crowne, K.A. (2008) What leads to cultural intelligence? *Business Horizons*, 51(5):391-399

#### Global Leaders: skills and competence

12. Kayes, D.C., Kayes, A.B., and Yamazaki, Y. (2005) Essential competencies for cross-cultural knowledge absorption, *Journal of Managerial Psychology*, 20(7): 578-589
13. Campbell, A., Whitehead, J., and Finkelstein, S. (2009) Why Good Leaders make Bad Decisions, *Harvard Business Review*, 87(2):60-66
14. Grenny, J., Maxfield, D. And Shimberg, A. (2007) How Project Leaders can Overcome the Crisis of Silence, *MIT Sloan Management Review*, 48(4):46-52
15. Handin, K., and Steinwedel, J.A. (2006) Developing Global Leaders: Executive Coaching Targets Cross-Cultural Competencies, *Global Business and Organizational Excellence*, 26(1):18-28,

#### Multicultural Teams in Multinational Organizations

16. Snow, C.C., Snell, S.A., Canney Davison, S., and Hambrick, D.C., (1996) Use Transnational Teams to Globalize Your Company, *Organizational Dynamics*, 24(4): 50-67
17. Govindarajan, V., and Gupta, A.K. (2001) Building an Effective Global Business Team, *MIT Sloan Management Review*, 42(4): 63-71

18. Gibson, C.B and Zellmer-Bruhn, M.E. (2002) Minding Your Metaphors: Applying the Concept of Teamwork Metaphors to the Management of Teams in Multicultural Contexts, *Organizational Dynamics*, 31(2):101-116

#### Multicultural Teams: composition and communication

19. Henderson, J.K. (2005) Language Diversity in International Management Teams, *International Studies of Management and Organization*, 35(1):66-82
20. Gratton, L., Voigt, A., and Erickson, T., (2007) Bridging Faultlines in Diverse Teams, *MIT Sloan Management Review*, 48(4):22-29
21. Wright, N.S., and Drewery, G.P. (2006) Forming cohesion in culturally heterogeneous teams: Differences in Japanese, Pacific Islander and Anglo experiences, *Cross Cultural Management*, 13(1):43-53

#### International Leaders: pitfalls and paradoxes

22. Osland, J.S., and Bird, A. (2000) Beyond sophisticated stereotyping: Cultural sensemaking in context, *Academy of Management Executive*, 14(1):65-79
23. Sims Jr, H.P. (2009) When should a leader be directive or empowering? How to develop your own situational theory of leadership, *Business Horizons*, 52(2):149-158
24. Maznevski, M.L., and Zander, L. (2001). Leading Global Teams: Overcoming the Challenge of Power Paradoxes. In Medenhall, M., Kuehlmann, T. & Stahl, G. (Eds.), *Developing Global Business Leaders: Policies, Processes, and Innovations*. Westport, CT: Quorum Books, pp 157-174

#### International leaders: roles and change

25. Trice, H. and Beyer, J. M. (1991) Cultural leadership in organizations. *Organization Science*, 2(2): 149-169
26. Karakas, F. (2007) The Twenty-First Century Leader: Social Artist, Spiritual Visionary, and Cultural Innovator, *Global Business and Organizational Excellence*, 26(3): 44-50
27. Nadon, L. and Steers, R.M. (2008) The New Global Manager: Learning Cultures on the Fly, *Organizational Dynamics*, 37(1): 47-59

### **Materials and Equipment**

No additional equipment will be required for this course. No additional materials will be permitted during the final examination.

### **Assessment Requirements**

Your final mark will be comprised of individual and group work. Individual assessment comprises 85% and group work 15% of your final mark. A breakdown of the final mark and description of each piece of assessment follows.

Final examination	50%	
Individual assignment 1	15%	Deadline: March 17
Individual assignment 2	20%	Deadline: May 26
Group assignment	15%	Deadline same day as allocated presentation time
Total	100%	

### **Final examination**

Students who enrol in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period: Friday 12 June to Wednesday, 1 July, 2009 (inclusive).

The final examination (50% of the final mark) will be a written 3-hour exam and will cover the contents of the entire course (sessions/lectures, individual essays, collaborative learning group presentations, and GEE). The best preparation for this exam will be: active participation in GEE and the collaborative learning groups; thoroughness in the individual assignments, as well as participation, presentation and discussion in sessions/lectures.

Assessment of your exams will not be limited to memorising information but will seek to establish a level at which you are able to use knowledge and understanding (C-level, minimum) to apply concepts and analyse situations (B-level minimum), as well as synthesise approaches and evaluate alternatives (A-level).

Students will be required to answer a question pertaining to teamwork (Section A) and 1 of 3 essay questions (Section B). Each section answer is 50% of the total marks for the examination.

### ***Individual assignments***

You will carry out two individual written assignments, to prepare you for your role as team leader in the GEE and to assess your understanding of the materials throughout the semester. Both assignments should demonstrate an informed mind-set and 'sense-making' about the content of the course sessions/lectures (which will give you many of the needed conceptual tools). You are expected to consult the literature in preparing both assignments, to apply concepts and theories from the course, and to reference your sources appropriately.

The first assignment is due on Tuesday March 17 and counts for **15%** of your final mark. The second assignment is due on Tuesday May 26 and counts for **20%** of your final mark. Both assignments are to be submitted via Blackboard before midnight on the stipulated date.

**Note:** Your submitted assignments must include the course name, title and topic of assignment, your name and ID number.

#### Assignment 1: You will be asked to formulate a preparatory action plan.

The challenge in the GEE is to lead, organise and manage a virtual multicultural team of up to 8 students from around the world to function effectively and jointly produce a potentially winning business concept. This written assignment will help you prepare for your role as team leader.

Specific outputs required for the action plan (individual assignment 1):

1. Definition of your role as team leader of your global virtual team and a reflection on how you want to start the team process.
2. A model of what components will influence working in a virtual team (e.g., time differences, spatial distances, virtual means of communication, differences in access to technical infrastructures and internet, and cultural differences).
3. A SWOT (identifying strengths, weaknesses, opportunities and threats) analysis based on your model in point 2 above.
4. Your strategy of how to overcome the identified weaknesses and threats, and to benefit from the strengths and opportunities.

The assessment of your assignment will be based on following criteria:

1. Communication: How well is the action plan structured? How clear and plausible are ideas, analysis and proposed action?
2. Information literacy: How well does the action plan reflect an informed mind-set? Is the reader convinced that you have researched reliable and useful sources for advancing your understanding of the issues and finding solutions to dealing with the challenges?

3. Inquiry: Does the SWOT analysis reflect the challenges of leading and managing virtual global teams? Does the strategy flow from the SWOT analysis? Are the proposed actions in the strategy realistic?

This individual assignment must be no longer than **1300 words** (approx. 4 double-spaced A4 pages, using no less than an 11-pt font) **plus the list of references**. The paper must include academic references to articles that you have read to prepare for individual assignment 1, using the *Journal of International Business Studies* referencing style (see *Note on Referencing* on Blackboard). You may use bullet-points when you think that it will increase the clarity of the paper, but the bullet points should be proper sentences, not just one or two words.

Assignment 2: You will be asked to write an essay on the topic of leading multicultural teams.

Specific outputs required for the essay (individual assignment 2):

1. Identify and discuss challenges facing a leader of multicultural teams.
2. What did you learn about leadership from the GEE project?
3. Elaborate on the differences between leading co-located and virtual teams.
4. What does it take to be, and become, a competent global leader?

The assessment of your assignment will be based on following criteria:

1. Communication: How well is the essay structured? How clear and plausible is the analysis and discussion?
2. Information literacy: How well does the essay reflect an informed mind-set? Is the reader convinced that you have researched reliable and useful sources for advancing your understanding of leading multicultural teams?
3. Inquiry: Does the analysis reflect the challenges of leading and managing multicultural teams? Does the discussion of what it takes to be, and become, a global leader flow from the analysis?

This individual assignment must be no longer than **1800 words** (approx. 6 double-spaced A4 pages, using no less than an 11-pt font) **plus the list of references**. The paper must include academic references to articles that you have read to prepare for individual assignment 2, using the *Journal of International Business Studies* referencing style (see *Note on Referencing* on Blackboard). You may use bullet-points when you think that it will increase the clarity of the paper, but the bullet points should be proper sentences, not just one or two words.

### **Group Assignment**

Part of your final course grade will be comprised of group work. The **collaborative learning groups will consist of 4-6 students**, with whom you will work on your group presentation. The allocation of topics and presentation time will be carried out at the second session/lecture of the course (Thursday March 5, 2009). Keep in mind that group assessment means that all of your group members will receive a common mark on the group presentation. This collaborative learning group assignment will account for **15%** of your final mark.

Group assignment: The task for your group work is to prepare and deliver a presentation. The group will need to read the articles specified for a particular session (see Course Materials on p.3). Provide an analysis of each article in terms of 1) the main idea/s, 2) the arguments (theoretical and/or empirical) supporting the idea/s in each article, and 3)

synthesise the contributions of all articles and specify what has been learnt about the topic of the session (see Blackboard for more details).

Your group will present at the appointed lecture/session. Your presentation should be no more than 15 minutes long, and you will be asked a series of questions to assess your understanding of the theories and concepts you have presented in your presentation. All group members must participate in the presentation. You will be assessed on the presentation given and the hard copies of your power point slides which must be submitted to blackboard the day before the presentation but no later than midnight the same day.

### **Penalties**

You must submit your assignments on time. After the deadline, we will take off 5% for each day the work is late. Assignments must be submitted through Blackboard on the due day (any time until midnight) importantly, assignments later than 3 days will not be accepted. Exceptions will be made only for special circumstances (bereavement, illness, etc.) where documentation is provided. You should discuss with the lecturer as soon as possible.

Any student caught cheating on an assignment or examination will receive an automatic mark of zero (0) and/or disciplinary actions may be taken under the Statute on Student Conduct. This includes plagiarism (see Blackboard for more information).

### **Mandatory Course Requirements**

To pass this course all students must hand in all assignments, participate in the collaborative learning group work and presentations, participate in the Global Enterprise Experience (GEE), obtain an overall mark of at least 50%, and a mark of at least 40% on the final examination.

### **Communication of Additional Information**

Course instructors may be contacted via Blackboard, during scheduled office hours, or by appointment.

The Blackboard site has a discussion board for you to post any general questions about the course structure or course content. Please use this Blackboard feature, as many students may have similar questions or concerns.

All of your course marks will be uploaded to Blackboard as soon as they are available. Course notices will also be updated under *Announcements*.

Please make use of the Blackboard site. If you are unfamiliar with Blackboard, there is a help section available on your personal Blackboard login site.

### **Find further relevant information on Blackboard regarding:**

Faculty of Commerce and Administration Offices

Turnitin use

General University Policies and Statutes

Academic Integrity and Plagiarism

Manaaki Pihipihinga Programme

**COURSE SCHEDULE: 2009**

Week	Date/ Time	Topic	Lecturer	Assignments due
1	Tue 3 March 10.30-12.20	Introduction to IBUS 306 and the Global Enterprise Experience (GEE)	LZ/UZ/DG	
	Thu 5 March 10.30-11.20	Cross-cultural leadership	LZ	
2	Tue 10 March 10.30-12.20	Global virtual teams: modus operandi	LZ	Collaborative Learning Groups 1-2
	Thu 12 March 10.30-11.20	Leading global virtual teams	LZ	
3	Tue 17 March 10.30-12.20	Management of Innovation	DG	Individual Assignment 1 (March 17)
	Thu 19 March 10.30-11.20	GEE project	Schedule meeting with LZ	
4	Tue 24 March 10.30-12.20	GEE project	Schedule meeting with DG	
	Thu 26 March 10.30-11.20	GEE project	Schedule meeting with LZ	
5	Tue 31 March 10.30-12.20	GEE project	Schedule meeting with DG	
	Thu 2 April 10.30-11.20	GEE project	Schedule meeting with LZ	
6	Tue 7 April 10.30-12.20	GEE project	Schedule meeting with DG	
	Thu 9 April 10.30-11.20	Leading global virtual teams	LZ	
Mid-trimester break 13-26 April				
7	Tue 28 April 10.30-12.20	Global leaders: mindset and cultural intelligence	LZ	Collaborative Learning Groups 3-4
	Thu 30 April 10.30-11.20	Global leaders: skills and competences	LZ	
8	Tue 5 May 10.30-12.20	Multicultural teams in multinational organizations	LZ	Collaborative Learning Groups 5-6
	Thu 7 May 10.30-11.20	Multicultural teams: composition and communication	LZ	
9	Tue 12 May 10.30-12.20	Management of change	UZ	
	Thu 14 May 10.30-11.20	Management of change cont.	UZ	
10	Tue 19 May 10.30-12.20	International leaders: pitfalls and paradoxes	LZ	Collaborative Learning Groups 7-8
	Thu 21 May 10.30-11.20	International leaders: roles and change	LZ	
11	Tue 26 May 10.30-12.20	Optimism and resilience	DG	Individual Assignment 2 (May 26)
	Thu 28 May 10.30-11.20	Signature strengths and unleashing creativity	DG	
12	Tue 2 June 10.30-12.20	Review – what have we learnt	LZ/DG/UZ	
	Thu 4 June 10.30-11.20	Summary – preparing for the exam	LZ	