

Course Code and Title	
MLI26C664 Intercultural Management	6 cr
Learning Outcomes and Content	
<p>Learning outcomes for this course, upon successful completion, include the ability to: 1) understand why employees at all levels need to manage cultural differences, 2) communicate more effectively with a multicultural workforce, 3) understand the challenges associated with international assignments, 4) learn cross-cultural negotiation strategies, 5) understand the theory and practice of conflict resolution across cultures, 6) develop strategies for collaboration across cultures, and 7) manage the communication of multicultural teams.</p> <p>Content: The course examines the complex challenges and opportunities that international managers face in the global business environment today. Among the topics covered are: theories of intercultural management, culture's influence on conducting global business, managing the global workforce, building trust across cultures, cross-cultural negotiation, global leadership and ethics across borders.</p>	

Instructor Name and Profile
Jacek Mironski – full professor in the Department of International Management in Warsaw School of Economics (SGH). His research and teaching interest focuses on Organizational Behavior and Management, Leadership, Business Communication and Cross-Cultural Management. He was employed by Procter & Gamble and worked as Director of the Promotion Department in the radio station – Radio Zet. Jacek Mironski received the Fulbright Scholarship at the Columbia University. He spent one year at the Hosei University in Tokyo sponsored by Japan Foundation. He was granted the Kosciuszko Foundation Scholarship to stay as a visiting researcher at the University of Minnesota.

Email Address
jm67@sgh.waw.pl

Office Hours
11:45 am – 12:45 pm Monday through Thursday; Friday by appointment

Required Reading
<ul style="list-style-type: none">• D.C. Thomas, K. Inkson (2021), Cross-cultural Management, Sage (selected chapters) – textbook• I. Bleijenbergh, P. Peters, E. Poutsma (2010), <i>Diversity management beyond the business case</i>, Equality, Diversity and Inclusion: An International Journal, Vol. 29, No. 5, pp. 413-421. (refer to: Peters)• Meyer, E. (2017), <i>Being the Boss in Brussels, Boston, and Beijing: If You Want to Succeed, You'll Need to Adapt</i>, Harvard Business Review, 95(4), 70–77. (refer to: Meyer)

Course Schedule		
Deduction due to an absence on the first day of the course: 5 points (on a 100-point scale) will be deducted from the student's final raw score before converting it to the final grade. If a student is absent on the first day due to illness, and provides the Manager of Academic Operations with a medical certificate, the 5-point deduction will be waived. The Manager of Academic Operations will then inform the instructor of the waived deduction.		
Session # and Date	Topic/s	Assignment/s
Session 1: Monday, August 28	The International Manager <ul style="list-style-type: none"> • Introduction • Reflective practitioner • Intercultural management challenges and opportunities 	
Session 2: Tuesday, August 29	Describing Culture <ul style="list-style-type: none"> • Features of culture • Concepts of culture • Culture and social groups 	Pre-session reading: textbook, chapter 2
Session 3: Wednesday, August 30	Comparing Cultures <ul style="list-style-type: none"> • Cultural frameworks • Cultural distance • Kluckhohn and Strodtbeck, GLOBE, Hofstede, Trompenaars 	Pre-session reading: textbook, chapter 3 Individual assignment: Self-awareness exercise (submit to MyCourses; due by 12:45 pm)
Session 4: Thursday, August 31	How Culture Works <ul style="list-style-type: none"> • Social cognition • Social perception • Cultural intelligence 	Pre-session reading: textbook, chapter 4 Progress reports: information from all groups about progress in the group project (submit to MyCourses; due by 12:45 pm; each group meets with the course instructor during the office hours)
Session 5: Friday, September 1	Diversity Management <ul style="list-style-type: none"> • Diversity and multiculturalism • Diversity challenges • Managing diversity 	Pre-session reading: I. Bleijenbergh, P. Peters, E. Poutsma (2010), <i>Diversity management beyond the business case</i> , Equality, Diversity and Inclusion: An International Journal, Vol. 29, No. 5, pp. 413-421. Case Study 1 individual report: Birkenshire Corporation: The Pink Towels (submit to MyCourses; due by 12:45 pm)

Session 6: Monday, September 4	Cross-cultural decision making <ul style="list-style-type: none"> • Rational decision making • Heuristics • Ethical decision making 	Pre-session reading: textbook, chapter 5
Session 7: Tuesday, September 5	International Assignments <ul style="list-style-type: none"> • The role of expatriates • Staffing decisions • Factors affecting expatriates success • Repatriation 	Pre-session reading: textbook, chapter 10 Case Study 2 individual report: Selecting a Country Manager for Delta Beverages India (submit to MyCourses; due by 12:45 pm)
Session 8: Wednesday, September 6	Communicating and Negotiating Across Cultures <ul style="list-style-type: none"> • Communication process • Verbal and nonverbal communication • Communication styles • Cross-cultural negotiation 	Pre-session reading: textbook, chapter 6
Session 9: Thursday, September 7	Motivation and Leadership Across Cultures <ul style="list-style-type: none"> • Content and process theories of motivation • Job design • Leadership styles • Work centrality 	Pre-session reading: textbook, chapter 7
Session 10: Friday, September 8	Global Leadership in Action Video Case	Pre-session reading: Meyer, E. (2017), <i>Being the Boss in Brussels, Boston, and Beijing: If You Want to Succeed, You'll Need to Adapt</i> , Harvard Business Review, 95(4), 70–77. Group Assignments: Consulting Reports – all groups (submit to MyCourses; due by 12:45 pm)
Session 11: Monday, September 11	Multicultural Work Groups and Teams <ul style="list-style-type: none"> • Elements affecting work groups and teams • Multinational teams • Virtual teams 	Pre-session reading: textbook, chapter 8 Case Study 3 individual report: Unpacking the layers of diversity & inclusion in multicultural teams (submit to MyCourses; due by 12:45 pm)
Session 12: Tuesday, September 12	Group Projects	Pre-session reading: Consulting Reports: groups 1, 2, 3 Interactive sessions: groups 1, 2, 3

Session 13: Wednesday, September 13	Group Projects	Pre-session reading: Consulting Reports: groups 4, 5, 6 Interactive sessions: groups 4, 5, 6
Session 14: Thursday, September 14	Group Projects	Pre-session reading: Consulting Reports: groups 7, 8, 9 Interactive sessions: groups 7, 8, 9
Session 15: Friday, September 15	Final Exam	Final open-book exam: based on readings, consulting reports and class materials you should answer essay-type open questions.

Grading	
Course Requirements	Weighting (%) or maximum points
Final Exam	30
Individual Assignment: Self-awareness exercise	5
Three individual Case Reports	15
Group Consulting Report	20
Group Interactive Session	15
Participation	15
Total	100
Conversion scale	Final grade (official scale)
90 - 100	5
80 - 89	4
70 - 79	3
60 - 69	2
50 - 59	1
0 - 49	0

ECTS STUDENT WORKLOAD	
This course is a 6 ECTS unit course, following the ECTS (European Credit Transfer System) guidelines of Aalto University School of Business. The number of hours the average student is expected to work in the course is 160 (including in-class and out-of-class work).	
Types of Hours	Number of Hours
Contact hours (on- and off-campus):	45
Out-of-class hours:	115
Work with course materials, e.g. required reading	35
Exam preparation	15
Individual research & writing	25
Team projects (meetings, research, preparation, etc.)	40
Total of all student workload (contact and out-of-class) hours:	160

ACADEMIC POLICY STATEMENTS

CODES OF CONDUCT

Academic excellence and high achievement levels are only possible in an environment where the highest standards of academic honesty and integrity are maintained. Students are expected to abide by the Aalto University Code of Academic Integrity, other relevant codes and regulations, as well as the canons of ethical conduct within the disciplines of business and management education.

In addition, the BScBA Program has strict exam regulations in force which must be followed in all test-taking situations.

TEXTBOOK POLICY

All required textbooks and other course materials are the responsibility of the student. It is the expectation of faculty that all students will have access to the textbooks and other reading material. If a student is not able to purchase his/her own copy of the textbook or other required reading materials, it is nonetheless the student's responsibility to find a way to complete the reading for the course.

CLASS ATTENDANCE AND PARTICIPATION

Class attendance and participation are considered integral parts of teaching and learning at the BScBA program in Mikkeli. Therefore, regular class attendance is required of all students and attendance records are kept for each class. Students are also expected to be in class on time.

If the student participates in the final exam/assessment, it will be graded and counted towards the final grade.

The attendance policy of the BScBA program provides that:

- 1) **A maximum of three absences of any kind** is allowed for a 3-week, 6-credit course. Four or more absences will result in being dropped from the course.
- 2) Whenever taking an absence, **the student bears the risk of missing class**, and the consequences, which may include a lower participation grade, missing a graded activity, etc. It is up to the course instructor to decide whether or not a graded activity can be completed later.
- 3) **An absence on the first day of the course** will result in 5 points (on a 100-point scale) being deducted from the student's final raw score before converting it to the final grade. If a student is absent on the first day due to illness, and provides the Manager of Academic Operations with a medical certificate, the 5-point deduction will be waived. The Manager of Academic Operations will then inform the instructor of the waived deduction.
- 4) **A student getting to class after the session has started** will not be able to enter the classroom until the first break and will get an absence for the day.
- 5) It is expected that **students marked present for the day are in class the entire time**. Students leaving class early may be marked absent.
- 6) **The instructor may include class participation as a component of the grade**; up to 15% of the total points that can be earned toward the final grade.
- 7) **The instructor may identify up to three days of the course (in addition to the**

first day) as mandatory, ie taking an absence on those days would have a direct impact on the course grade.

The instructor for the course will take attendance in classes. The decision to drop a student from a course will be made by the instructor, who will inform Mari Syväoja, Manager of Academic Operations: mari.syvaaja@aalto.fi.

Addition to the attendance policy of the BScBA Program, Mikkeli Campus:

- This addition concerns absences in addition to the normal maximum of three that would fall under a category called **Medical and Family Emergency cases**.
- Students who want to use this option to complete a course must fulfil these criteria:
 - The total absences of the student will exceed the normally allowed three absences due to a major medical problem or family emergency.
 - The student will be absent no more than 5 days; exceeding that number of days will result in dropping the course.
 - Documentation or a detailed explanation concerning the entire period of the emergency (such as a medical certificate) is provided to the Manager of Academic Operations.
- The case-by-case solution will be coordinated by the Manager of Academic Operations, who will deal with the documentation and discuss with the instructor to find a pedagogical solution enabling the student to continue in the course. In case the MAO is on leave, the student should contact the other study office staff.
- The solution must not cause a significant increase in the instructor's workload. The grading elements for the course may be reviewed, and additional assignments may be arranged if feasible. However, a shifting of grading proportions may occur. The course grade might be affected due to the student missing some in-class activities.

Additional Information: Group Project

The group project is called "Intercultural management challenges and opportunities". Each group chooses a specific topic and then prepares Consulting Report (20%) and 30-minute Interactive Session (15%).

Consulting Report should be prepared in PowerPoint format. Length: around 10 slides excluding cover page, appendixes and bibliography. The reports must be submitted to MyCourses and is due **at 12:45 pm before session 10 (Friday, 08.09.2023)**.

The 30-minute **Interactive Session** should be linked to (follow up) the Consulting Report but please take into consideration that all students are expected to read Consulting Reports before the class so don't simply repeat the content. The session is expected to be a potentially more attractive, entertaining and interesting alternative to the traditional "talking heads" presentations. Make it interactive and avoid or limit the usage of PowerPoint (or similar applications) to the absolute minimum. The session might consist of exercises, short cases, games, discussions, debates, quizzes, short movies or video clips, role plays, interviews, info-graphics, inviting experts, Q&A, etc. Please use your imagination, creativity, skills and knowledge. All group members must actively participate in the session.

I will provide you with specific **guidelines** about Group Project during the first class and on MyCourses.

Grading for the Group Project includes the **peer review** by each group member to eliminate free-riding.

Friendly challenge. Each Consulting Report and Interactive Session will be evaluated by one specific another group. The evaluating group will provide a written and oral feedback.

Additional Information: Methodology

The educational model in this course involves *new* roles for both professor and students':

Students' role

The student leaves the traditional passive behavior of a knowledge recipient to become an active participant of the learning construction.

Professor's role

Rather than behaving as an expert in their area, the professor will take on the responsibility of a tutor, facilitator and guide of the teaching-learning process. ***Feel free to contact me. Each interaction will be a learning opportunity! Also make use of the opportunity seeing me during office hours.***

Description of the pedagogical strategies

This course aims to develop in you certain skills through the individual and collaborative activities, which are designed with the aim to promote your participation in sharing your opinions, experiences, views, thoughts and knowledge.

- **Case Method**

Using cases you will practice and apply theory and knowledge to real-world problems. You and your fellow students identify and clarify individually and collaboratively the problems presented, analyze the information known by each case, formulate and evaluate options, and present and defend your recommendations. The *case-study* method involves the development of critical thinking, information analysis, and problem-solving skills by taking facts and formulating alternative solutions through the application of the content of the course. One of the principal objectives of this learning strategy is that you take a key role in the learning process. Thus, *case study* is the teaching-learning strategy that confronts students with real-life situations in the area of intercultural management.

- **Self-learning**

Self-learning is very relevant in this course because it can help you to prepare yourself for different situations. Therefore, you should develop reading skills, critical analysis of a given situation, be ready to argue your own opinions, take an active role in discussing the case studies and participate in the group discussion sessions. Also, you should develop a work-plan for the activities that you have to submit and the learning goals that you want to accomplish in this course.

- **Collaborative learning**

Collaborative learning is an important strategy to help the students to learn from each other. This strategy can motive cooperation between the team members in order to accomplish the learning activities designed for this course. Collaborative learning requires the exchange of ideas and discussions where you have to argue you own opinions and make constructive criticisms of the team members' points of views. In order to contribute in plenary discussions, it is important that you read the course's materials on your own.