



Cross-Cultural Management

Academic Year: **2020/2021**

1st Semester

Level of curricular unit: Undergraduate (1st cycle, as defined in the Framework of Qualifications for the European Higher Education Area)

Instructor(s): Maria Francisca Saldanha

Contact(s) and Office hours:

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Biography: BA in Psychology and MSc in Work and Organizational Psychology, both from the University of Coimbra, Portugal; PhD in Management from Wilfrid Laurier University, Canada.

Course overview and objectives:

The world is becoming increasingly more global. From the emergence of multinational organizations to the rising numbers of international workers, new challenges and opportunities emerge for managers and employees. These challenges and opportunities can be best understood if cross-cultural factors are taken into consideration.

This course aims to deepen your understanding of the context-specific nature of management and to provide you with knowledge and skills helpful to navigate the increasingly global nature of contemporary work. To that aim, we will start by exploring the fundamentals of culture and cross-cultural differences. Subsequently, we will examine some critical aspects of working in a global environment; including issues related to communication, leadership, teamwork, and negotiation and conflict.

Course objectives:

- To recognize the impact cultural factors have in creating unique managerial and work contexts
 - To understand the cultural foundations of different managerial practices and activities, such as leadership, team work, and negotiation
 - To anticipate issues that can arise if management theories and practices are adopted without careful regard for context
 - To develop skills helpful for navigating the increasingly global nature of contemporary work
 - To foster critical reasoning, problem solving, communication, teamwork and research skills
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Course Content:

Week 1: Introduction and course overview; Understanding culture fundamentals

- What is cross-cultural management and why is it important
- Fundamental concepts and theories in the study of culture
- Readings:



- Gelfand, M. J., Erez, M., & Ayvan, Z. (2007). Cross-cultural organizational behavior. *Annual Review of Psychology*, 58, 479–514. (read pages 479 to 482: “Introduction” and “A brief history of cross-cultural organizational behavior”)
- Hofstede, G. (1993). Cultural constraints in management theories. *The Executive*, 7, 81–94.

Week 2: Cross-cultural issues in communication

- The influence of culture in communication
- Challenges in cross-cultural communication
- Readings:
 - Merkin, R., Taras, V., & Steel, P. (2014). State of the art themes in cross-cultural communication research: A systematic and meta-analytic review. *International Journal of Intercultural Relations*, 38, 1–23.

Week 3: Cross-cultural issues in leadership

- The influence of culture in leadership
- Global leadership
- Readings:
 - Javidan, M., Dorfman, P., de Luque, M. S., & House, R. J. (2006). In the eye of the beholder: Cross cultural lessons in leadership from project GLOBE. *Academy of Management Perspectives*, 20, 67–90.
 - Case study, to be uploaded on Moodle.

Week 4: Cross-cultural issues in teams and teamwork

- Team diversity
- Working in diverse teams and managing diversity
- Readings:
 - Gelfand, M. J., Erez, M., & Ayvan, Z. (2007). Cross-cultural organizational behavior. *Annual Review of Psychology*, 58, 479–514. (read pages 490 to 492: “Culture and teams”)
 - Case study, to be uploaded on Moodle.

Week 5: Cross-cultural issues in negotiation and conflict

- Cross-cultural differences in conflict management styles
- Cross-cultural differences in the negotiation process
- Readings:
 - Gelfand, M. J., Erez, M., & Ayvan, Z. (2007). Cross-cultural organizational behavior. *Annual Review of Psychology*, 58, 479–514. (read pages 488 to 490: “Culture and negotiation/disputing”)
 - Case study, to be uploaded on Moodle

Week 6: Group presentations

Notes: The teaching method involves both lectures and practical exercises and cases. Different classes will have different balances of each component, but all classes will require active participation from you. If circumstances so require, amendments may be made to the course structure and content.

Required background: Familiarity with foundational Organizational Behavior concepts (e.g., leadership, negotiation, conflict).



Grading:

Class attendance and participation/active learning:

- Class attendance and participation/active learning will make up for 15% of your grade
- Class attendance is a pre-requisite for – but does not equate to – participation. You are expected to attend every class, but your participation grade will be further dependent on other aspects. This can include, but is not limited to:
 - Reading the assigned material before each class
 - Contributing insightful comments, analysis, arguments, example, etc. to class discussions, whenever applicable
 - Completing the required assignments, both in class and outside the class, whenever applicable
- Further instructions on participation will be given in the first class.
- It is possible to make up for missed classes by completing a class-specific assignment, which will be graded and will count as your participation score for that class. However, this is only applicable if you have a valid justification for missing class that you provide to me before class. It is not possible to make up for unjustified absences. Unless in exceptional cases, it is not possible to make up for more than three class hours.

Group assignment:

- A group assignment will make up for 40% of your grade (20% for presentation, and 20% for written report).
- The details on the content of the group assignment, which will involve a presentation and a written report, will be given on the first day of class.
- I will randomly form groups of about 5 people (depending on final enrolment numbers).
- Both the presentation and the written report are due on the last day of class. Submission will be done via Turnitin. Further instructions on submission will be given in the first class.
- For both the presentation and the written assignment, a grade will be assigned to the group. However, if necessary, this grade may be adjusted to more accurately reflect individual contribution (e.g., in cases where there is evidence that a specific group member did not participate in the assignment).

Endterm exam:

- The endterm exam will consist of multiple choice questions and open-ended questions. It will be a closed book exam and will cover all class topics.
- Date of the exam to be determined.

Notes: More details about the different assessment components will be given in class. If circumstances so require, amendments may be made to the above assessment plan.

Bibliography: Required readings for each week are specified in the Course Content section. Further helpful readings will be indicated in each class.

Note: If circumstances so require, amendments may be made to the list of required readings.



Miscellaneous information: Not applicable.

Code of conduct and ethics:

Católica Lisbon School of Business and Economics is a community of individuals with diverse backgrounds and interests who share certain fundamental goals. A crucial element to achieve these goals is the creation and maintenance of an atmosphere contributing to learning and personal growth for everyone in the community. The success of CATÓLICA-LISBON in attaining its goals and in maintaining its reputation of academic excellence depends on the willingness of its members, both collectively and individually, to meet their responsibilities.

Along with all the other members of our community, students are expected to follow professional standards and CATÓLICA-LISBON standards of Academic Integrity. Some details should be mentioned here: Please arrive on time for class with uninterrupted attendance for the duration of the class. Signing attendance sheet for anyone else in the class constitutes fraud and a violation of the CLSBE code of conduct. Use of computers and other electronic devices during the class is not allowed, unless expressly requested by the instructor of the course. Students who persistently act in a disruptive and disrespectful manner during the class session may be invited to leave.

Students are expected to behave at all times according to the fundamental principles of academic integrity, including honesty, trust, fairness, respect, and responsibility. In particular,

- a) In **individual graded assignments** of any type, students may not collaborate with others or use any materials without explicit permission from the instructor of the course;
- b) In **group assignments and reports**, all students listed as authors should have performed a substantial amount of work for that assignment;
- c) It is dishonest to fabricate or falsify data in experiments, surveys, papers, reports or other circumstances; fabricate source material in a bibliography or "works cited" list; or provide false information in other documents in connection with academic efforts;
- d) **Plagiarizing**, i.e. "to steal and pass off the ideas or words of another as one's own and or to use another's production without crediting the source" (Merriam-Webster Dictionary) is an Academic Integrity breach. It can be avoided by using proper methods of documentation and acknowledgement. Visit this guide for additional resources on how to avoid plagiarism in your written submissions <http://en.writecheck.com/plagiarism-guide>
- e) In **exams** students must not receive or provide any unauthorized assistance. During an examination, students may use only material and items authorized by the faculty. Use of smartwatches or other communication devices is not permitted during the exam.

Academic integrity breaches will be dealt with in accordance with the school's code of Academic Integrity: <https://www.clsbe.lisboa.ucp.pt/system/files/assets/files/academicintegritycode.pdf>
