

**UNIVERSITY OF PITTSBURGH - KATZ MBA ELECTIVE COURSE  
CROSS CULTURAL MANAGEMENT (1.5 CREDITS)**

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**COURSE OVERVIEW:** How can a leader effectively drive performance within global organizations? Clearly the answer to this question draws our attention to a critical issue for organizations. While global managers and leaders are critical to management success, research suggests that many individuals may falter and most experience a great deal of conflict and miscommunication. This course focuses on understanding what it takes for leaders and managers to be effective when managing within a complex cultural context. You will gain valuable insight into the challenges and opportunities presented by designing and managing cross-cultures. This course will involve lecture, case analyses and student-engaged discussions.

**COURSE MATERIALS:** All course readings and case materials available in Course Web.

*Readings:*

- Building Better Global Managers (HBR #U0603A)
- What is a global manager (HBR # R0308F)
- Building an effective global business team (HBR #SMR070)
- National Culture and Management (HBR #9-394-177)
- The Hidden Cost of Cross-Border Negotiations (HBR #R0203F)
- Cultural Foundations in Communication: Relationship-Building in the Chinese Context
- Cross cultural lessons in leadership from Project GLOBE
- Value and Tensions – Ethics Far Away from Home (HBR #96502)
- The International Move Challenge (HBR # 5338BC)

*Cases:*

- *Case Study:* From Regional Star to Global Leader
- *Case Study:* Joe Willis: Feeling the Heat in Thailand (A, B, C)
- *Case Study:* Taran Swan at Nickelodeon Latin America (A)
- *Case Study:* Luna Pen (A)
- *Case Study:* Into the Fray (A)

## MAKE-UP AND ATTENDANCE POLICIES

Class attendance is an essential part of the interactive learning that takes place in this course. In addition, many of the discussions and exercises require you to interact within your assigned teams. Please notify the instructor 24 hours prior to the scheduled class of any absences. Only absences for personal illness and/or medical emergencies will be considered excused absences. Make-ups for any assignments are provided only with verified family and/or medical *emergency* and must be taken within one week of the end of the class/term. Incomplete (I) grades are given for health/medical emergencies only and must be approved by the instructor prior to the final class session.

## COURSE EVALUATION:

There are two (2) components that will be used to evaluate your performance in the course:

- 1. Individual Case Analyses (75%):** You will be asked to complete three (3) **individual case analyses** based on materials discussed during our class sessions. Your analysis must integrate the readings, lecture and class discussion materials and also provide both an analysis of the problem along with your recommendations for a solution to the problem(s) identified. The final analysis should be between 2 and 3 pages that are typed and double-spaced (excluding tables, figures, attachments, etc.). Each paper will count toward 25% of your final grade in this course. Please follow instructions for the content of each case analysis as outlined by the instructor.
- 2. Class Participation (25%):** The final component of your performance evaluation is **your contribution to class discussions**. Please prepare your class readings and assignments before each session so that you may fully participate in our discussions. Some materials such as exercises, short case discussions or other pre-class preparation may be necessary and counted as identified by the instructor. If for some reason you cannot attend class, please advise the instructor.

## COURSE GRADING

The following grading scale will be used to compute your final letter grade for the course.

A+	99 – 100	B+	86-89	C+	75-78	D+	65-67
A	95 – 98	B	82-85	C	71-74	D	62-64
A-	90 – 94	B-	79-81	C-	68-70	D-	59-61

## CODE OF ETHICS AND ACADEMIC INTEGRITY

Any violation of the Guidelines for Academic Integrity will lead to serious consequences. This includes writing of cases and papers as well as exams. Please make sure you are familiar with

these guidelines which can be found within Katz Biz Net. If you have any uncertainty about what is acceptable collaboration, please check with the instructor(s).

## **IMPORTANT UNIVERSITY RESOURCES**

From time to time, you may access the wide range of support which are made available to all Pitt students by the following offices:

Katz International Business Center (382 Mervis Hall, 648-1778). Founded in 1990 as a joint venture of the Katz Graduate School of Business and the University Center for International Studies, the International Business Center (IBC) is a unique resource that develops, operates and supports programs designed to build international competence and expertise in business students, faculty, and practitioners, and help businesses enhance their international competitiveness.

University Center for International Studies, (4400 Posvar Hall, 648-7390). In 1968, the University Center for International Studies (UCIS) was created as the University of Pittsburgh's encompassing framework for all its multidisciplinary international programs. UCIS is a University-wide matrix organization that encompasses centers for area studies and centers on topical specializations in international studies. It coordinates international education curricula and provides support services such as the Study Abroad Program. Its mission is to integrate and reinforce all the strands of international scholarship in the University in research, teaching and public

Office of Disability Resources and Services (DRS) (216 William Pitt Union, 648-7890). DRS provides a broad range of support and services to assist students, faculty and staff with disabilities. Such disabilities may include visual impairment, auditory impairment, mobility impairment and "hidden" disabilities, such as ADD, AHD and psychological disabilities.

Learning Skills Center (311 William Pitt Union, 648-7920) This office offers a range of services which are designed to help students develop their skills in areas such as math, reading, study skills, time management and test taking.

Writing Center (501 Cathedral of Learning, 624-6556). As a project course, there is a tremendous amount of writing required throughout the term. While the technical aspects of writing re part of the grade, we will not have the opportunity to provide in-depth feedback and coaching in this area. However, the university writing center is an invaluable resource. Students can make appointments to work one-on-one with a person who will give patient assistance and valuable advice on a variety of writing concerns.

University Counseling Center (334 William Pitt Union, 648-7930). The Center's staff is dedicated to assisting students in their pursuit of personal and academic growth, to helping students gain a better understanding and appreciation of themselves, and to supporting students as they make important decisions about their lives. They offer counseling in a range of different areas including stress management, conflict resolution, coping with anxiety, and sexual assault services. Both individual and group counseling is available with trained professionals who respect professional ethics of confidentiality.

## COURSE SCHEDULE, READINGS & ASSIGNMENTS

### Week 1: Understanding culture

- **Readings:** “National culture and management”

### Week 2: Developing global managers

- **Readings:** “What is a global manager?”; “Building Better Global Managers”
- **Case Study:** “*From Regional Star to Global Leader*”

### Week 3: Global leadership for organizational effectiveness

- **Readings:** “Cross cultural lessons in leadership from Project GLOBE”
- **Case Study:** *Joe Willis Case Study (A)*
- **Assignments:** **Case Analysis I Due**

### Week 4: Cross-cultural communication

- **Readings:** “Cultural Foundations in Communication: Relationship-Building in the Chinese Context”; “Values and Tensions: Ethics Far Away from Home”
- **Case Study:** *Joe Willis Case Study (B&C)*

### Week 5: Building effective global teams

- **Readings:** “Building an effective global business team”
- **Case Study:** *Taran Swan at Nickelodeon Latin America (A)*
- **Assignments:** **Case Analysis II Due**

### Week 6: Cross-cultural negotiations

- **Readings:** “The hidden challenges of cross border negotiations”
- **Case Study:** *Luna Pen (A)*

### Week 7: Managing global careers

- **Readings:** “The international move challenge”
- **Case Study:** *Into the Fray (A)*
- **Assignments:** **Case Analysis III Due**

## GUIDELINES FOR INDIVIDUAL CASE ANALYSES

Here are some things to include in your individual case analyses for this course:

- **Case Analysis I:** Write a 2-3 page memo to **Joe Willis** that outlines a strategy for his team that answers their question on what to do and how to get started. Be sure to explain your recommendations using concepts from lecture and course readings.
- **Case Analysis II:** Write a 2-3 page memo to **Taran Swan** and provide your recommendations on who should lead the team in her absence. Be sure to explain your recommendations using concepts from lecture and course readings.
- **Case Analysis III (Into the Fray):** Provide your own 2-3 page commentary that provides advice for Michael and he makes the career decision posed at the end of the case. Be sure to distinguish your advice from the other experts by applying concepts from lecture and course readings.

Each case analysis will be evaluated by the following criteria:

- **Content (40%)**
  - Use of organizational behavior concepts that are clearly defined and explained
  - Correct application of relevant organizational behavior concepts to specific case details
  - Action steps and/or recommendations that are specific and concrete
- **Clarity (40%)**
  - Consistency between the analysis and action steps/recommendations
  - Focus on critical issues from an organizational behavior perspective with a balance between “breath” and “depth” (focusing more on the latter)
  - Good structure and logical flow of arguments and adequate technical dimensions of presentation (grammar, style, organization, transitions, etc.)
- **Creativity (20%)**
  - Different or unique view of problem or analysis of case. Distinctive or innovative approach.
  - Innovative or create format and/or delivery of information

Keep in mind the following keys to success in preparing your case analysis:

- *Assume that I have read the case.* Avoid re-stating case details except in circumstances where these details are being included as concrete examples of core OB concepts, analysis or recommendation.
- *Focus on depth of analysis versus breath of coverage.* Cover 1-3 key issues or areas of concern and provide supportive concepts, theories and recommendations for these issues. Avoid raising an issue that you are not prepared to address or analyze.
- *Don't overlook the technical aspects of your paper/presentation.* Remember that lack of attention to the technical aspects can reduce clarity. Organization, grammar, presentation style, and logical flow are keys to the overall clarity and persuasiveness of your work.
- *Make sure recommendations are linked to the analysis.* Be sure that the analysis of the situation or problem is linked to or logically follows the recommendations presented for change.