I. Course Information:

**Title:** Special Topics: Managing Across Cultures  
**Course #:** INTB 5093 001  
**Credit Hours:** 3  
**Term:** Fall 2017 T-TH 11 – 12:20  
**Prerequisites:** N/A

II. Instructor Information:

**Name:** Dr. Larry Gales  
**Title:** Associate Professor of Management, Academic Director for International Programs  
**Office Information:** LCB, Room 508  
**Office:** (513) 556-7127  
**Fax:** (513) 556-4891  
**Email:** Lawrence.gales@uc.edu  
**Office Hours:** Tuesday - Thursday 10 – 11:00 (prior to class)  
**Communication Policy:** You are encouraged to contact me anytime via email. A response will be given within 36-48 hours except on weekends.

III. Course Materials


- **Required cases and readings:**
  - HBS Listed in the syllabus. Purchased through Harvard Business School Press:  
    - [http://cb.hbsp.harvard.edu/cbmp/access/65735754](http://cb.hbsp.harvard.edu/cbmp/access/65735754)
  - BB Listed in the syllabus. Available on Blackboard
  - LIB Available through the UC library electronic journals

IV. Course Description:

This course will focus on providing you with a foundation in knowledge and analytical skills to understand management in the global business context of the 21st century. We will examine the concept of national culture as it applies to management practice and we will examine sample cultures from several key business environments. We will focus on the BRIC countries of Brazil, Russia, India, and China plus South Africa. My rationale is that these five countries represent a diverse landscape of opportunities in developing economies. They also represent some of the serious challenges that business faces as anyone who has followed the situation in the Ukraine and Russia, the political and economic challenges of in Brazil, the currency and other business issues in India and the environmental disaster in China can attest. Moreover, the political environment in the US has made international business even more challenging as traditional trade relations and rules are called into question. However, many of the basic concepts and lessons (although not the specifics of the cultures) apply universally and I will also bring in examples and issues from other parts of the world. The objective is to know the correct questions to ask prior to and during any international business encounter. It is important to note that there may be more than one correct answer, although there may also be answers that are clearly inferior or inappropriate. There is nothing quite like the experience of being there (wherever "there" happens to be) to learn about culture. I strongly encourage you to take advantage of the LCB’s study abroad short-course opportunities to get some first-hand exposure. This course is preparation for that exposure or any other international experience. It is merely a start.
V. Student Learning Outcomes:

- Be able to conduct preliminary research on specific national cultures
- Be able to apply culture frameworks to develop an analytical framework
- Be able to apply that framework and methodology to analyzing the culture of any given country
- Be able to apply culture frameworks to analyzing a business case
- Be able to communicate your findings in clear, concise, professional writing

VI. Instructional Methods:

This course utilizes the Blackboard (Bb) Learning Management System to provide student-centered online learning that will enhance the teaching and learning process. Through a variety of instructional methods (e.g. in-class discussion, lectures (supported by video lectures available on Blackboard), readings, online assessments, etc.) the learner will become immersed and engaged in the learning process. If you are not familiar with these tools, please visit http://www.uc.edu/ucit/learningtechnologies/mobilelearn.html.

We will use a combination of lectures, discussions, presentations, and cases to explore the concepts of culture and the challenges of doing business in the BRIC + SA.

VII. Course Communication:

University policy requires that the email set up in Blackboard is the primary means of communication. It is advisable that you use your UC email for this purpose and that you check it often. If you choose to change your email in Blackboard to a non-UC email it is your responsibility to ensure you check it frequently. Please see the attached Student Email Policy for more information: http://www.uc.edu/content/dam/uc/infosec/docs/general/Policy_StudentEmail.pdf.

VIII. Course and Grading Policies:

1. **Course Structure**: Changes to the syllabus, due dates, course requirements or grading requirements will be made as far in advance as possible. Due dates will be clearly marked in Blackboard. All assignments will be submitted via Blackboard using Word documents (no PDF documents). When completing discussion board assignments please make sure to abide by the rules of netiquette that are posted under course documents.

2. **Academic Integrity**: As with all Lindner College of Business efforts, this course will uphold the highest ethical standards, critical to building character. Ensuring your integrity is vital and your responsibility. LCB instructors are required to report ANY incident of academic misconduct (e.g., cheating, plagiarism) to the college review process, which could result in severe consequences, including potential dismissal from the college. For further information on Academic Misconduct or related university policies and procedures, please see the UC Code of Conduct (http://www.uc.edu/conduct/Code_of_Conduct.html).

3. **Disability**: If you have a disability and need academic accommodations or other specialized services while attending the University of Cincinnati you will receive reasonable accommodations to meet your individual needs as well as advocacy assistance on disability-related issues. If you require special accommodation you must register with the Disability Services Office. http://www.uc.edu/sas/disability

5. **Missed and/or late case assignments and graded Discussion Board exercises**: No late assignments will be accepted. Because of the nature of the case assignments and subsequent online discussions, it is not possible to accommodate late work.
6. **Campus Closures:** In the event of inclement weather and the university is closed, the closure *will not* affect the online portions of this course (*written assignments will still be due*).

7. **Criteria for letter grades:**

Your course grades will be based on your performance on the following:

- One written case analysis: 100 pts
- In-class case discussions and class participation: 100 pts
- Team case presentation: 100 pts
- Discussion Boards (33, 34, 33): 100 pts
- Personal Reflection: 100 pts

*Total = 500 pts*

Grade distribution:

- \(\geq 470 = A\); \(450 - 469 = A-\); \(436 - 449 = B+\); \(416 - 435 = B\); \(400 - 415 = B-\); \(385 - 399 = C+\);
- \(365 - 384 = C\); \(350 - 364 = C-\); \(335 - 349 = D+\); \(315 - 334 = D\); \(\leq 314 = F\)

**Description of Major Assignments**

- **Case Analysis (100 pts):**
  
  - **You will complete one individual written case analyses. Cases must be submitted electronically through Blackboard as Word documents (NOT PDFs) by November 9, 11 AM.** This assignments is deceptively short – 3-4 pages, single-spaced. Don’t let the brevity of the assignment trick you into thinking that you can breeze through them. If anything, the opposite is the case. You will need to be very careful and efficient in your analysis and recommendations. You can assume that I have read the cases so that you do not need to provide extensive background. You do need to clearly identify the problem, its causes and your recommended solution. Most importantly, you must provide a rationale for your recommendation.

  - **You can choose between The Walt Disney Company: Mickey Mouse Visits Shanghai or the Taj Hotels: Building sustainable livelihoods. Either case is due by November 9, 11:00 am (prior to class)**
    
    - **Evaluation:** you will be evaluated on the quality of your analysis and recommendations, *as well as* the quality of your writing. The paper must be clear, coherent, organized and grammatically correct. I expect that your paper will exhibit a high degree of professionalism. **Case grading rubric (see below)**

- **Presentations:** Teams will present a case (to be assigned in our first class) and lead discussion in class. Teams will be evaluated on 100 point scale: 40 points for the quality of the presentation itself and 60 points for the comprehensive coverage of the company, situation/problem, background context and especially the recommendation. This will require some research beyond what is covered in the case itself. (See Rubric Below) Presentations should involve all team members and should be about 20-30 minutes in length, plus time for full class discussion.

- **Personal Reflection (100 pts):** You are to compose a 3-4 page single-spaced document that summarize what you have learned about culture and how you will use this knowledge to prepare yourself for a career in global business. What types of skill and experience do you have; what skills should develop or refine; what type of experience would you seek in a job? You must integrate material from this course into your essay. **Due on November 30 (11:59 pm).**

- **Discussion Board (x3):** During the period from October 24 through November 7 we will not have regular class sessions. Instead, we will have on-line class activities through Blackboard. You are to post your reactions to these cases in BRIEF (one or two paragraph) reactions. You
should then visit the posts of others in your group and comment on each of their posts. Are their analyses and recommendations different from yours? Do they make sense? Are they well supported by the background information and theories?

- **October 24** (post by 11:59 pm; comment on other posts by October 26, 11:59 pm) **Danimals Discussion Board** (33 pts): This case deals with the French dairy company Danone's actions in the South African market. There are two sets of issues: (1) expanding the market so this is a sustainable project and (2) developing a sustainable human resources plan for the management of this project.

- **October 31** (post by 11:59 pm; comment on others by November 2, 11:59 pm) **Paula Kobe Discussion Board** (34 pts): This case describes the expatriate assignment of Paula Kobe in Brazil and involves the question of what constitutes sexual harassment and what standards should apply. Is this sexual harassment? What standard should apply? What should BMS have done prior to sending Paula to Brazil?

- **November 7** (post by 11:59 pm; comment on others by November 9, 11:59 pm) **Foreign Corrupt Practices Act Discussion Board** (33 pts): You are an expat sales VP working for a US pharmaceutical company in China. Your US boss has given you a very aggressive sales goal to reach for this year. You know that it will be a real challenge to reach that goal, and if you don’t you will lose out on a very substantial bonus. You also know that the system of prescribing medications and the distribution of medicines through hospitals and pharmacies (mostly state run) is very corrupt. If you do not pay “facilitation” fees there are two likely outcomes. First, the pharmacies and hospitals will not sell your medications and will substitute those from competitors. Or second, they will sell knock-offs (illegally produced replicas) made locally. What should you do? Why? How does that conform to the Foreign Corrupt Practices Act?

- **In-class discussions/participation (100 pts)**: is based on attendance, involvement/engagement, and encouragement. Everyone is expected to prepare each case for class discussion and be able to comment/critique the presentations. Additionally, there may be cases where no team is assigned to present. In those situations, everyone will be responsible for the discussion. Keep in mind that the quantity of participation is less important than the quality.
IX. Course Schedule:

August 22: Introduction to Special Topics – Managing Across Cultures

- **Topics**: Overview of course, materials, and structure. Team assignments.

August 24: Culture Exercise

- **Activity**: The concept of national culture will be introduced through an experiential exercise
- **Readings**: Chpt 1-2: Thomas and Inkson

August 29: Introduction to Culture – Theories and frameworks

- **Readings**: Chpt 3-4: Thomas and Inkson
- **Case**: Working Cross Culturally – Forget Business as Usual, Ivey W17208 HBS
- **Activity**: What does it mean to be “mindful?” How do we adapt to different cultures?

August 31: National Cultures (continued) – Comparisons across the BRIC+SA and the US

- **Lecture**: The Globe Framework and Hofstede applied to the BRIC+SA and the US
- **Readings**: Chpt 5-6: Thomas and Inkson

September 5: Globalization

- **Activity**: Discussion of the challenges of globalization – products, markets, people, regulations, logistics...
- **Lecture and discussion**: the challenges of globalization
- **Readings**: -Globalization: A Cautionary Tale, Rotman Management, Spring 2016 LIB
- **Readings**: -Walmart Around The World, 9-714-931 HBS

September 7: Communications across cultural divides

- **Activity**: Discussion of the challenges of communicating in a culturally diverse world
- **Readings**: “Creating Value with Diverse Teams in Global Management” (Distefano & Maznevski)
- **Readings**: “Language Diversity in International Management Teams” (Kassis Henderson, J., 2005)
- **Readings**: “Can we talk, and should we? Managing emotional conflict in multicultural teams,” MA VonGlinow, DL Shapiro, JM Brett,
- **Activity**: Mapping diversity in your team

September 12: Expatriation – The challenge of working outside of your home country

- **Readings**: The Expat Dilemma HBR November 2011 LIB
- **Readings**: Chpt 5-6: Thomas and Inkson
- **Lecture**: Expatriation
- **Activity**: Discussion of the challenges of being an expat.
September 14: Globalization and the challenge of Intellectual Property Protection

- **Activity**: What is IP and how do we violate IP protection?

September 19: Introduction to Russia

- **Activity**: What is naïve impression of Russia’s business environment and culture
- **Lecture**: Russia overview.
- **Web resources**:
  - Culture: http://www.kwintessential.co.uk/resources/guides/guide-to-russia-etiquette-customs-culture-business/
- **Discussion**: What are the challenges today to doing business in Russia?

September 21: Russia case

- **Case**: GTI in Russia HBS
  - What is GTI's challenge? What are the challenges of entering the Russian market? What about the Russian culture? What about corruption in the local environment?
  - What have they done to prepare? What should they have done differently? What are your recommendations, given the information in the case? What would have been your recommendations from the beginning of the consideration of the Russian market?
  - What would be your concern with entering Russia today?
  - Conclusions

September 26: Introduction to China

- **Activity**: What is naïve impression of China?
- **Lecture**: China overview
- **Readings**: China: Building “Capitalism with Socialist Characteristics” HBS HBS 9-706-041 (A little old, but still useful and accurate.)
- **Web resources**:
  - Culture: https://www.worldbusinessculture.com/country-profiles/china/
- **Discussion**: What are the challenges of doing business in China?

September 28: China case

- **Case**: Mary Kay China: People and Love, Ivey 17097, HBS
  - This case raises mainly different business and cultural issues. First, why was the direct selling model a problem in China? How does it fit with Chinese culture? Second, how
can the Internet be harnessed for selling MK products in a way that is consistent with MK values? Do you think that Chinese consumers use the Internet in ways that are different from Western (especially American) consumers? What about the cultural issues associate with cosmetics? How does culture impact cosmetic preferences and uses? What should MK do to deal with the Internet and to diversify its product line?

- What concerns would you have entering the Chinese Market today?
- Conclusions.

October 3: Introduction to Brazil

- **Activity:** What is naïve impression of Brazil?
- **Lecture:** Brazil overview
- **Brazil Web resources:**
  - World Bank - [http://www.doingbusiness.org/data/exploreeconomies/brazil](http://www.doingbusiness.org/data/exploreeconomies/brazil)
- **Updates:** Political turmoil in Brazil
- **Discussion:** What are the challenges to doing business in Brazil?

October 5: Brazil case

- **Case:** Chilli Beans: Peace, Love and Sunglasses, **HBS**, 9-516-020
  - What makes Chilli Beans a uniquely Brazilian company (or is it)? What are its challenges in the Brazilian market; in the global market generally and in the US market specifically? What is their competitive advantage (do they have one)? What are the risks they face? What should they do moving forward.
- **Conclusions?**

October 10: No class – Reading day

October 12: Introduction to India

- **Activity:** What is naïve impression of India?
- **Lecture:** India overview
- **Web resources:**
- **Discussion:** What are the challenges today to doing business in India?

October 17: India case

- **Case:** Coffee Wars in India: Café Coffee Takes on the Global Brands, **HBS**, 9-714-409
  - Coffee is not a drink that is typically associated with India. For centuries, tea has been the drink of choice. However, in recent years coffee has made inroads into places like India and China because of the global marketing power of Starbuck’s. In countries where coffee is already popular, Starbuck’s has often struggled because it has upset the local coffee culture. In India, Starbuck’s had to play a role in establishing a new coffee culture/market. But what happens when a nimble, locally connected entrepreneur takes on a global giant like Starbuck’s? What does Café Coffee need to do to compete? Is it on the right path? And what about Starbuck’s? Can it succeed in India as well?
  - Conclusions?
October 19: Introduction to South Africa

- **Activity:** What is naïve impression of South Africa?
- **Lecture:** South Africa overview
- **Web resources:**
- **What are the unique challenges to doing business in South Africa?**

October 24: South Africa Discussion Board case

- You are to post your reactions to these cases in BRIEF (one or two paragraph) reactions. You should then visit the posts of others in your group and comment on each of their posts. Are their analyses and recommendations different from yours? Do they make sense? Are they well supported by the background information and theories?

- **Case:** Danimals in South Africa: Management Innovation at the Bottom of the Pyramid, Ivey 910M99, HBS
  - The challenges of a developing market with the lack of infrastructure; how a “thick culture” can inhibit development. South Africa presents a series of interesting. The cultures, history of racial divides, political instability, and economic stratification pose huge problems for business.
  - Post- apartheid South Africa presents a great challenge to international firms seeking to do business in the country. Outside of the major cities the infrastructure is not well developed. Many poor people living in the townships lack transportation, electricity and refrigeration. That makes food shopping difficult. Additionally, traditional grocery stores may not be present. Finally, the income disparity between people living in the townships and people in the cities is huge. Danone has attempted to create products and market to the "bottom of the pyramid." The Danimals case presents two sets of challenges. First, how can the company expand its market at the bottom of the pyramid to gain greater economies of scale? Second, the employment/management model for Danone SA has relied on expat managers. Is this a good strategy? What should they do going forward?
  - **Post by October 24, 11:59 pm; comment on other posts by October 26, 11:59 pm.**
  - **Danimals Discussion Board** (33 pts): This case deals with the French dairy company Danone’s actions in the South African market. There are two sets of issues: (1) expanding the market so this is a sustainable project and (2) developing a sustainable human resources plan for the management of this project.

October 26: Protecting expat employees – EEOC regulations and Sexual Harassment

- Do research on US rules on sexual harassment in the workplace: [https://www.eeoc.gov/laws/types/harassment.cfm](https://www.eeoc.gov/laws/types/harassment.cfm)
- Compare those to rules in Brazil (this will require some research on your part).
- How are they similar or different?

October 31: Paula Kobe case – the question of sexual harassment of expats.

- You are to post your reactions to these cases in BRIEF (one or two paragraph) reactions. You should then visit the posts of others in your group and comment on each of their posts. Are their analyses and recommendations different from yours? Do they make sense? Are they well supported by the background information and theories?

- **Case:** Paula Kobe BB
  - Is this a case of sexual harassment? Why/why not? Provide justification. What rules
November 2: The Foreign Corrupt Practices Act (FCPA)

- You are to conduct some research on FCPA: https://www.justice.gov/criminal-fraud/foreign-corrupt-practices-act
- What is the FCPA? What types of activities does it cover? To whom does it apply?

November 7: Applying the Foreign Corrupt Practices Act (FCPA) – Discussion Board

- Discussion Board FCPA
  - November 7 (post by 11:59 pm; comment on others by November 9, 11:59 pm) Foreign Corrupt Practices Act Discussion Board (33 pts): You are an expat sales VP working for a US pharmaceutical company in China. Your US boss has given you a very aggressive sales goal to reach for this year. You know that it will be a real challenge to reach that goal, and if you don’t you will lose out on a very substantial bonus. You also know that the system of prescribing medications and the distribution of medicines through hospitals and pharmacies (mostly state run) is very corrupt. If you do not pay “facilitation” fees there are two likely outcomes. First, the pharmacies and hospitals will not sell your medications and will substitute those from competitors. Or second, they will sell knock-offs (illegally produced replicas) made locally. What should you do? Why? How does that conform to the Foreign Corrupt Practices Act?

November 9: Team presentation #1 - The Walt Disney Company: Mickey Mouse Visits Shanghai, Darden UV7197, HBS

- Presentations: Teams will present a case (to be assigned in our first class) and lead discussion in class. Teams will be evaluated on 100 point scale: 40 points for the quality of the presentation itself and 60 points for the comprehensive coverage of the company, situation/problem, background context and especially the recommendation. This will require some research beyond what is covered in the case itself. (See Rubric Below) Presentations should involve all team members and should be about 20-30 minutes in length, plus time for full class discussion.
  - These are some questions you should consider: What are the lessons that Disney learned from its previous international ventures (Japan, EDL, HK)? How has it done things differently in Shanghai? What would be your concerns about SDL? What are the market, economic, political and cultural risks?

November 14: Team presentation #2 - McDonald’s Russia: Managing a Crisis. HBS HBS 9-503-020 (Check out what has happened to McDonald’s in Russia in the past year.)

- Presentations: Teams will present a case (to be assigned in our first class) and lead discussion in class. Teams will be evaluated on 100 point scale: 40 points for the quality of the presentation itself and 60 points for the comprehensive coverage of the company, situation/problem, background context and especially the recommendation. This will require some research beyond what is covered in the case itself. (See Rubric Below) Presentations should involve all team members and should be about 20-30 minutes in length, plus time for full class discussion.
• Analyze McDonald’s market entry into Russia: Although the situation/decision in the McDonald’s case is a bit dated, and not even the most interesting part of the case, there are some critical lessons that apply to market entry and management in a developing economy. What did McDonald’s do right? What HR management lessons are key? What should McDonald’s do about the currency crisis?

• Do some research and see what challenges McDonald’s has faced in Russian recently because of the conflict in the Ukraine and the Western sanctions against Russia.

November 16: Team presentation #3 - Natura: Global Beauty Made in Brazil  
  HBS 9-807-209

  • Presentations: Teams will present a case (to be assigned in our first class) and lead discussion in class. Teams will be evaluated on 100 point scale: 40 points for the quality of the presentation itself and 60 points for the comprehensive coverage of the company, situation/problem, background context and especially the recommendation. This will require some research beyond what is covered in the case itself. (See Rubric Below) Presentations should involve all team members and should be about 20-30 minutes in length, plus time for full class discussion.

  • Global retailing: This case is somewhat similar to the Mary Kay case, but the focus is primarily on Brazil and Russia. What are the challenges when you attempt to take your products and your business model abroad? Natura uses a direct selling model. Not all cultures are amenable to direct selling and in some cases direct selling cares are certain stigma (e.g., Amway and Shaklee in the US). What factors should a company like Natura consider when entering Russia or other global markets?

November 21: Team presentation #4 - Taj Hotels: Building sustainable livelihoods, IVEY 13441, HBS

  • Presentations: Teams will present a case (to be assigned in our first class) and lead discussion in class. Teams will be evaluated on 100 point scale: 40 points for the quality of the presentation itself and 60 points for the comprehensive coverage of the company, situation/problem, background context and especially the recommendation. This will require some research beyond what is covered in the case itself. (See Rubric Below) Presentations should involve all team members and should be about 20-30 minutes in length, plus time for full class discussion.

  • Taj Hotels is part of one of India’s largest commercial enterprises, the Tata Group that includes luxury hotels around the world. In India, the hotels have embarked on an ambitious corporate sustainability (CS) endeavor. First, what are these CS activities and how do they work? Why would a firm (any firm) engage in this type of action? What are the challenges to CS for Taj? How do you get buy-in from your staff? What about investors?

November 23: Thanksgiving Break

November 28: Team presentation #5 - The Awethu Project: Values Driven Decisions for Profits and Social Impact, Ivey, HBS, W17257

  • Presentations: Teams will present a case (to be assigned in our first class) and lead discussion in class. Teams will be evaluated on 100 point scale: 40 points for the quality of the presentation itself and 60 points for the comprehensive coverage of the company, situation/problem, background context and especially the recommendation. This will require some research beyond what is covered in the case itself. (See Rubric Below) Presentations should involve all team members and should be about 20-30 minutes in length, plus time for full class discussion.

  • Post- apartheid South Africa presents a great challenge to international firms seeking to do business in the country. Outside of the major cities the infrastructure is not well developed. Many poor people living in the townships lack transportation, electricity and refrigeration. That
makes food shopping difficult. The income disparity between people living in the townships and people in the cities is huge. Infrastructure development and supply chains present serious challenges to firms entering the market. Some multinational firms have struggled to enter the market, but there is a growing domestic movement towards self-reliance and entrepreneurship. Awethu has taken on the extraordinary challenge of developing South African businesses, especially those coming from the townships and the most economically disadvantaged areas. Discuss what this organization has done and how it fits with needs and conditions of South Africa. How does it fit with South African culture?

November 30 – Conclusion and Postscript

• Lecture/Discussion:
  o What have we learned about culture?
  o What have we learned about globalization?
  o What are the implications for you and your career?
  o What is the future of globalization
• Personal Reflection paper due (Blackboard)
XI. Rubrics:

### Case Presentation Rubric

<table>
<thead>
<tr>
<th></th>
<th>Presentation</th>
<th>Quality: Completeness</th>
<th>Content</th>
<th>Work Quality</th>
<th>Analysis</th>
<th>Recommendations</th>
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<tbody>
<tr>
<td></td>
<td>40 - 50</td>
<td>30 - 39</td>
<td>29 or less</td>
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<tr>
<td><strong>Presentation Quality: Completeness</strong></td>
<td>Response directly answers each part of the assigned question.</td>
<td>Response somewhat answers each part of the assigned question.</td>
<td>Response vaguely answers each part of the assigned question or fails to answer one or more parts</td>
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<tr>
<td><strong>Content</strong></td>
<td>Response clearly shows that you have read and understood the case and supporting frameworks, theories or concepts.</td>
<td>Response shows that you have read the content have misunderstood information in the case or in the supporting materials</td>
<td>Response shows very little evidence that you have read or understood the case or in the supporting materials</td>
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<tr>
<td><strong>Work quality</strong></td>
<td>40-50</td>
<td>30-39</td>
<td>29 or less</td>
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<tr>
<td><strong>Analysis</strong></td>
<td>A clearly stated and supported analysis of the problems or issues in the case and application of relevant supporting frameworks, theories or concepts.</td>
<td>Analysis of the problems or issues in is ambiguous, unclear, or uncertain and/or you fail to apply of relevant supporting frameworks, theories or concepts.</td>
<td>An analysis is not provided or is extremely weak with regard to the larger concepts of the lesson.</td>
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<td><strong>Recommendations</strong></td>
<td>Clearly stated recommendations that are justified by relevant supporting frameworks, theories or concepts and address the problems or issues in the case.</td>
<td>Recommendations that somewhat unclear, vague, or uncertain that are not fully justified by relevant supporting frameworks, theories or concepts and address the problems or issues in the case.</td>
<td>Recommendations that fail to address the problems or issues in the case and/or fail to provide any clear justification.</td>
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### Written Case Rubric

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<tr>
<th>Points</th>
<th>Criteria</th>
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| Content | 1. Clarity/quality of problem statement and problem analysis (15)  
2. Application of theory/concepts of culture and other relevant details (10)  
3. Quality of recommendations/ conclusions based on relevant theories and frameworks (10) |
| 54-60 | Consistently does all or almost all of the following:  
• Accurately interprets relevant evidence and data from case  
• Identifies and applies relevant arguments and explanations from frameworks, theory and concepts  
• Thoughtfully analyzes and evaluated major alternative points of view  
• Makes reasonable and logical recommendations that fit the problems  
• Provides justification for recommendation that are based on conceptual and theoretical materials from course |
| 47-53 | Does most or many of the following:  
• Accurately interprets relevant evidence and data from case  
• Identifies and applies relevant arguments and explanations from frameworks, theory and concepts (course readings)  
• Thoughtfully analyzes and evaluated major alternative points of view |
<table>
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<th>Criteria</th>
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| **Content** | 1. Have you followed the instructions  
2. Have you integrated materials from the course into your essay  
3. Have you provided insights into managing across cultures and your career |
| **Writing** | Clarity and flow (20)  
Quality of writing (20) |

### Written Reflection Essay

**Points** | **Criteria**
--- | ---
**Consistently does all or almost all of the following:** | 54-60  
Follows instructions  
Integrates course material  
Provides insights |
**Does most or many of the following:** | 47-53  
Follows instructions  
Integrates course material  
Provides insights |
**Some gaps in following instructions, integrating materials, or providing insights** | 40-46  
Contains significant gaps |
**Less than 40** | |

For each section, the criteria are as follows:

- **Content**:
  - Makes reasonable and logical recommendations that fit the problems  
  - Provides justification for recommendation that are based on conceptual and theoretical materials from course  
  - May miss one of above points or covers one or two points inadequately
  - Does some (2 or 3) of the following:
    - Misinterprets evidence or data from case.  
    - Fails to or superficially identifies key contributing factors in problem identification  
    - Fails to apply relevant theory, frameworks or concepts to problem identification or solutions (course readings)  
    - Draws unwarranted or erroneous conclusions  
    - Fails to sufficiently justify recommendations
- **Writing**:
  - Clarity and flow (10)  
  - Quality of writing (5)
  - Clearly written discussion that is easy to follow and logical  
  - Builds a convincing argument  
  - All necessary components (e.g., introduction, analysis, recommendations and conclusions)  
  - Proper spelling, grammar, and formatting  
  - Clear and consistent citations and references if applicable
- **Writing Clarity and flow (20)**
  - Clearly written discussion that is easy to follow and logical
- **Writing Quality of writing (20)**
  - Builds a convincing argument

For writing, the criteria are as follows:

- **Writing Clarity and flow (20)**: Clearly written discussion that is easy to follow and logical
- **Writing Quality of writing (20)**: Builds a convincing argument
<table>
<thead>
<tr>
<th>Discussion Board Rubric</th>
<th>30 - 34</th>
<th>25 - 29</th>
<th>24 or less</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completeness</strong></td>
<td>Response directly answers each part of the assigned question.</td>
<td>Response somewhat answers each part of the assigned question.</td>
<td>Response vaguely answers each part of the assigned question or fails to answer one or more parts</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Response clearly shows that you have read and understood the case and supporting frameworks, theories or concepts.</td>
<td>Response shows that you have read the content have misunderstood information in the case or in the supporting materials</td>
<td>Response shows very little evidence that you have read or understood the case or in the supporting materials</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>A clearly stated and supported analysis of the problems or issues in the case and application of relevant supporting frameworks, theories or concepts.</td>
<td>Analysis of the problems or issues in is ambiguous, unclear, or uncertain and/or you fail to apply of relevant supporting frameworks, theories or concepts.</td>
<td>An analysis is not provided or is extremely weak with regard to the larger concepts of the lesson.</td>
</tr>
<tr>
<td><strong>Recommendations</strong></td>
<td>Clearly stated recommendations that are justified by relevant supporting frameworks, theories or concepts and address the problems or issues in the case.</td>
<td>Recommendations that somewhat unclear, vague, or uncertain that are not fully justified by relevant supporting frameworks, theories or concepts and address the problems or issues in the case.</td>
<td>Recommendations that fail to address the problems or issues in the case and/or fail to provide any clear justification.</td>
</tr>
<tr>
<td><strong>Comments on other postings</strong></td>
<td>Insightful comments.</td>
<td>Routine comments that add little to the discussion.</td>
<td>Significant gaps or absence of comments</td>
</tr>
</tbody>
</table>