I. Course Information:

Title: Managing Across Cultures  
Course #: MGMT 7017 001  
Credit Hours: 2  
Term: Summer 2018 1st half semester  
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: Thursday 5:00 – 6:00 (prior to class) or by appointment  
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/78829605](http://cb.hbsp.harvard.edu/cbmp/access/78829605)  
  - 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. It is difficult in a seven-week, two-credit course to cover this topic in a comprehensive manner. Rather, 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:

The following 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.

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/infsec/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:

• Two (2) written case analyses – 100 points each = 200 pts
• In-class case discussions and class participation = 100 pts
• Team case presentation = 100 pts
• Total = 400 pts

Grade distribution:
≥ 376 = A; 360-375 = A-; 348-359 = B+; 332-347 = B; 320-331 = B-; 308-319 = C+;
292-307 = C; 280-291 = C-; 240-279 = D; ≤ 239 = F

Description of Major Assignments

• Student Profile (post by May 9 prior to the first class on May 10):
  o Write a brief one paragraph description of your background, work and international experience. Student profiles will be posted in Module 1 under the link labeled: Discussion Board 1.

• Case Analyses (2 x 100 pts):
  o You will complete two individual written case analyses. Cases must be submitted electronically through Blackboard as Word documents (NOT PDFs) by 5:59 pm EDT of the due date. These assignments are deceptively short – maximum of three 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 we 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. See the notes on case analysis at the end of the syllabus.
  o For the first written assignment is due May 24. You can choose between The Walt Disney Company: Mickey Mouse Visits Shanghai or the Mary Kay China: People and Love case.
  o For the second assignment, due June 7, you can choose between Coffee Wars in India: Café Coffee Takes on the Global Brands or Taj Hotels: Building sustainable livelihoods.
    • Evaluation: For the two cases, you will be evaluated on the quality of your analysis and recommendations, as well as the quality of your writing. The papers must be clear, coherent, organized and grammatically correct. I expect that your papers will exhibit a high degree of professionalism. See my note at the end of this document about “cardinal errors.” Any one of these errors can be grounds for fractionally reducing your grade. 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 minutes in length, plus time for full class discussion.

• In-class discussions/participation (100 pts): is based on a 100 point scale and includes 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:

<table>
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<tr>
<th>Module #:</th>
<th>Topic(s):</th>
<th>Readings, Lectures, &amp; Other Materials</th>
<th>Assignments &amp; Assessments</th>
<th>Due Dates</th>
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<tr>
<td>Class 2:</td>
<td>Russia – Market Entry; Managing in a “different” (from your HQ) culture China - Introduction</td>
<td><strong>-Chpt 4-6: Thomas &amp; Inkson</strong> <strong>-Case #1 – McDonald’s Russia: Managing a Crisis, HBS 9-503-020 HBS</strong></td>
<td><strong>Russia:</strong> How would you assess the market, economic, cultural, political, and other conditions in Russia today for foreign multinational businesses? What are the risks? How would you</td>
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Case #2 – Working Cross Culturally – Forget Business as Usual, Ivey W17208 HBS

China:
- Article: 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/

-characterize US-Russia trade relations?

Case #1: The McDonald’s case is old, but many of the lessons are still relevant. What are the lessons about market entry? What did they do right? What should they do in the face of the currency/economic issues? Update: How is McDonald’s doing in Russia today? What challenges do they face now? Lessons learned?

Case #2: So what is the challenge of managing a firm's reputation globally? What are the specific challenges in Russia and why can't it be done the way Blankenship wants? What exactly is Tannis’s strategy for dealing with the challenges to the company’s good name and reputation? What was the problem with the first dinner? Dress? Appearance? Why was Goldstein's presence a problem? What are the lessons?

Class 3 May 24

Chinese business
Applying US business models in Asia I: Market Entry, Management, and Products; Adapting to a new culture

>>Some business models, products and services are very much grounded in the culture of the home country. What can happen when a firm fails to recognize the cultural constraints of doing business in a new country? How must one modify HR, products, services, management, and

-Chpt 7-8: Thomas & Inkson
- Article: Inside the Mind of the Chinese Consumer. LIB HBR March 2006
-Power Point: ISA China Report BB
- Article: For American Workers in China, a Culture Clash BB
- Case #1: The Walt Disney Company: Mickey Mouse Visits Shanghai, Darden UV7197, HBS
- Case #2: Mary Kay China:

China: How would you assess the market, economic, cultural, political, and other conditions in China today for foreign multinational businesses? What are the risks? How would you characterize US-China trade relations?

Case #1: 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?

Case #2: This case raises mainly
<table>
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<tr>
<th>Channels to fit a specific environment?</th>
<th>People and Love, Ivey 17097, HBS</th>
<th>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?</th>
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<tr>
<td>Chinese Business Part 2</td>
<td><strong>Case #3: WeChat: A Global Platform? HBR 9-615-049 HBS</strong></td>
<td><strong>China 3:</strong> We often think of China as being somewhat behind the West and Japan when it comes to innovation and technology. However, in the last 10 years, China has leaped to the forefront in these areas. How is the technology/Internet environment in China unique? What factors have caused it to evolve in different ways? Obviously, the government has played a central role, but how has culture also impacted technology and the internet?</td>
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<td>China and the personal technology revolution; China and the technology threats</td>
<td>WeChat NY Times Video: <a href="https://www.nytimes.com/video/technology/100000004574648/china-internet-wechat.html">https://www.nytimes.com/video/technology/100000004574648/china-internet-wechat.html</a></td>
<td>This case and the video provide some insight into the state of digital consumer tech in China. What is it about the Chinese environment that has allowed Tencent/WeChat to thrive and become such a dominant platform? The other fundamental question is, to what extent can this type of application be exported to Western markets? Would Americans embrace WeChat? What cultural factors are at play? What other factors (political, economic, competitive) are important to consider?</td>
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| Introduction to Brazil                | Brazil: Web resources:  
World Bank - [http://www.doingbusiness.org/data/exploreeconomies/brazil](http://www.doingbusiness.org/data/exploreeconomies/brazil)  
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<th>Class 4</th>
<th>May 31</th>
<th>Brazilian business culture; expatriation, corruption, US, sexual harassment and US law in the international context</th>
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<td><strong>Tailoring your business model to a multicultural developing market.</strong> What is uniquely Brazilian about Chilli Beans business model, products and management? What characteristics of Brazilian culture does their strategy tap? Would you take the model to Russia? Modifications?</td>
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<tr>
<td></td>
<td></td>
<td>Introduction to India</td>
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<tr>
<td>Class 5</td>
<td>June 7</td>
<td><strong>Asia – II: Focus on India and Indian business culture</strong></td>
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<td><strong>Case 1:</strong> -Case: Coffee Wars in India: Café Coffee Takes on the Global Brands -Case: Taj Hotels: Building sustainable livelihoods, IVEY 13441, HBS</td>
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<td>Case 1: 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 Starbucks. In countries where coffee is already popular, Starbucks has often struggled because it has upset the local coffee culture. In India, Starbucks had to play a</td>
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<td><strong>Case 1: Paula Kobe Ethical management, leadership, and markets in a multicultural environment.</strong> &gt;&gt;What should management in Atlanta done to better prepare Paula Kobe for her assignment in Brazil? Was it a mistake to send her? What about the Brazilian management? What should have been done?</td>
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<td>Do some research on US and Brazilian standards for sexual harassment. Consider: Many companies doing business in “developing economies” view bribery as a “cost of doing business” and merely use intermediaries (consultants) to deliver them. How do you do business in these kinds of economies and follow the Foreign Corrupt Practices Act?</td>
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<td><strong>Case 2:</strong> 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.</td>
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<td><strong>Second case due.</strong></td>
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### Web resources:

Role in establishing a new coffee culture/market. But what happens when a nimble, locally connected entrepreneur takes on a global giant like Starbucks’s? What does Café Coffee need to do to compete? Is it on the right path? And what about Starbucks’s? Can it succeed in India as well?

**Case 2**: 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?

- Do a little research on CS/CSR in the global context. What are some of the challenges to doing CS/CSR? How is culture a factor?

<table>
<thead>
<tr>
<th>Class 6</th>
<th>June 14</th>
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| **South African business culture** | **Case 1**: The Awethu Project: Values Driven Decisions for Profits and Social Impact, Ivey, HBS, W17257

**Case 2**: Walmart’s Africa Expansion, Ivey, HBS, W13491

**Cases**: 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

Summary/Conclusion: Doing business internationally: What have we learned about doing business globally; about culture, politics, markets, economics, etc.
domestic movement towards self-reliance and entrepreneurship. These two cases point to opposite extremes in the market place. Walmart is the world’s largest retailer but, as we’ve already seen, they have struggled in many markets. Awethu has taken on the extraordinary challenge of developing South African businesses, especially those coming from the townships and the most economically disadvantaged areas.
### XI. Rubrics:

#### Case Presentation Rubric

<table>
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<tr>
<th>Presentation Quality: Completeness</th>
<th>36-50</th>
<th>24-35</th>
<th>23 or less</th>
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</thead>
<tbody>
<tr>
<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>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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<table>
<thead>
<tr>
<th>Work quality</th>
<th>36-50</th>
<th>24-35</th>
<th>23 or less</th>
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<tr>
<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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</table>

| Recommendations | Clearly stated recommendations that are justified by relevant supporting frameworks, theories or concepts and address the problems or issues in the case. | 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. | Recommendations that fail to address the problems or issues in the case and/or fail to provide any clear justification. |

#### Written Case Rubric

<table>
<thead>
<tr>
<th>Points</th>
<th>Criteria</th>
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</table>
| Content | 1. Clarity/quality of problem statement and problem analysis (30)  
2. Application of theory/concepts of culture and other relevant details (20)  
3. Quality of recommendations/ conclusions based on relevant theories and frameworks (20) |

**60-70** 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

**50-59** 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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<tr>
<th>Score</th>
<th>Description</th>
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</table>
| 40-49 | 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  

| Less than 40 | Contains significant (more than 3) major errors in analysis and reasoning:  
|              | - Fails to identify central problems in case  
|              | - Fails to identify factors contributing to the problems  
|              | - Fails to use, theory, concepts or frameworks from course in analysis and/or recommendations  
|              | - Fails to make clear and logically consistent recommendations  
|              | - Fails to justify the recommendations  

| Writing | 1. Clarity and flow (20)  
|         | 2. Quality of writing (10)  

| 25-30 | 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  

| 15-24 | A few errors in structure, grammar, spelling and/or citations (if relevant)  
|       | Slight awkwardness in structure and/or flow  
|       | The problems do not significantly hinder the understanding of the content  

| Less than 15 | Significant problems in structure, grammar, spelling and/or citations  
|              | Awkward structure and/or flow  
|              | Errors detract from the meaning/understanding of the content  