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### BMGT 480.01: Cross-Cultural Management

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# **BMGT 480 – Cross-Cultural Management**

## **SYLLABUS**

PLEASE BRING THIS SYLLABUS TO EACH LECTURE

Fall Semester 2017

Instructor: Dr. Udo Fluck

### **1) General Course Information:**

CRN Number,  
Section, Credits: CRN #: 73239, Section 01, 3 Credits

Course Time: Monday and Wednesday, 5:00 - 6:20 p.m.

Course Room: Gallagher Business Building (GBB), Room 119

### **2) Instructor:**

Dr. Udo Fluck: *Adjunct Faculty*, Cross-Cultural Management and Global Competence

Campus Office: GBB 334

Web Info: [www.business.umt.edu/Faculty/fluck/](http://www.business.umt.edu/Faculty/fluck/)  
[www.udofluck.com](http://www.udofluck.com)  
[www.igctc.com](http://www.igctc.com)

Email: [udo.fluck@umontana.edu](mailto:udo.fluck@umontana.edu)

### **3) Office Hours:**

By appointment only. Please e-mail me to set up an appointment at a mutually convenient time.

### **4) Methods of Instruction:**

|   |  |
|---|--|
| <input checked="" type="checkbox"/> Lectures ( <i>PowerPoint</i> -enhanced) | <input checked="" type="checkbox"/> In-Class Discussions                         |
| <input checked="" type="checkbox"/> Small Group Activities                  | <input checked="" type="checkbox"/> Cultural analysis, comparison and evaluation |
| <input checked="" type="checkbox"/> Instructional Videos                    | <input checked="" type="checkbox"/> Guest Speaker(s)                             |
| <input checked="" type="checkbox"/> Individual Exercises                    | <input checked="" type="checkbox"/> Student Group Presentations                  |

### **5) Course Description:**

This course is designed to increase awareness of one's own culture and to develop a cross-cultural sensitivity. The course examines issues related to cultural diversity, intercultural communication and collaboration within the work force and the problems inherent in the management of a firm's activities on an international scale.

With the goal of understanding the perspectives of other cultures and resolving possible conflicts, you will have the opportunity to examine the role of perception, belief systems, social structures and culture practices in relation to cross-cultural management.

## 6) Course Objectives:

Professional and personal success, even within the US, is often based upon a multicultural approach and cross-cultural understanding. It is important to know the appropriate behavior with individuals who have grown up with a different set of attitudes and values from your own.

The main goal of this course is to provide theoretical and practical examples and exercises whereby you will examine your own cultural background, attitudes, values and biases and gain knowledge and skills in the area of cross-cultural management. The second course goal is to strengthen cross-cultural knowledge and skills necessary to understand challenges presented by ethically and culturally diverse individuals. The knowledge and skills will assist you to react appropriately.

The objectives include:

- **Develop** specialized knowledge and skills in an area of increasing importance and concern.
- **Understand** the role of cultural differences that impact cross-cultural management.
- **Increase** your awareness and knowledge of your own cultural norms and values, learn how your ethnic background affects what you know, and enhance cross-cultural communication.
- **Expand** your sensitivity towards culture shock, intercul. misunderstandings, and stereotyping.
- **Begin** to understand cultural differences as a range of strengths and resources, necessary in a professional global business and management environment.

## 7) Moodle Course Supplement:

Copies of the syllabus, handouts, PowerPoint lectures, and other course related information will be posted for you on the Moodle course website. Excerpts of previous assignments are also available there for those of you, who have difficulties getting started. Please note that the materials posted are excerpts **ONLY**, not complete student documents.

## 8) Textbook:

There is **no primary textbook** that I use for this course. The textbooks I have used in previous years, were rather expensive and often incomplete, in my view. Instead, I have put together a detailed course schedule that focuses on important topics, identified as critical for Cross-Cultural Management. We will focus on one topic per week, use exercises to deepen the theoretical knowledge and I will provide the external readings that are necessary, to be prepared for each weekly topic.

As a **secondary reading**, I can recommend: ***Cross-Cultural Management: Essential Concepts, Fourth Edition, 2017***. It introduces readers to the fundamentals of cross-cultural management by exploring the influence of culture on interpersonal interactions in organizational settings and examining the ever-increasing number of cross-cultural management challenges that global managers face in today's workplace. Instead of taking a country specific approach, authors David C. Thomas and Mark F. Peterson focus on the interactions of people from different cultures in organizational settings. This approach shows readers the effects culture has on a wide variety of cross-cultural interactions across organizational contexts.

ISBN-13: 978-1506340708 ISBN-10: 1506340709

You can rent it from Amazon for \$ 28.81

The Kindle edition is \$ 51,20

**9) Classroom Etiquette:**

Chapter readings should be completed prior to coming to class. I will call on students to reflect on the assigned readings.

1. Class will start at the assigned time, and you should be present at that time and remain in the room until the class period is finished. If for some reason you are late, I ask that you be extremely quiet and not disturb anyone as you enter and sit down.
2. Students who are registered for this course, but do not attend the first two class meetings may be required to drop the course. This rule allows for early identification of class vacancies to permit other students to add classes.
3. Students who know they will be absent should contact the instructor in advance.
4. Please refrain from talking in class unless engaging in questions with the instructor or actively participating in group discussions. Interrupting the momentum of a session distracts other students and makes concentrated learning difficult.
5. At the start of the lectures, please turn your cellular phones, pagers, and iPod's off.
6. Please do not leave the class early. If you have a special reason for leaving early please contact me before class begins and sit close to the door in order to exit quietly.

**10) Methods of Evaluation:**

Your course grade will be based on 1000 points, divided into the following five elements:

| # | Area   | Percent     | Points             |
|---|--|-------------|--------------------|
| 1 | Discussion and In-Class Participation 10 @ 5 points                | 5%          | 50 Points          |
| 2 | Written Homework Assignments 6 @ 25 points each                    | 15%         | 150 Points         |
| 3 | 1 Cross-Cultural Media Comparison and Evaluation (Group Project)   | 30%         | 300 Points         |
| 4 | 1 Cross-Cultural Interview Paper - Main Paper (Individual Project) | 30%         | 300 Points         |
| 5 | 1 Comprehensive Final Exam   | 20%         | 200 Points         |
|   | <b>TOTAL:</b>  | <b>100%</b> | <b>1000 Points</b> |

1 Graduate Assignment: (50 Points possible)

1 Extra-Credit Option: (25 Points possible)

**11) Final Grades:**

Semester grades will be assigned on the following basis:

| Points     | Grade | Points    | Grade | Points    | Grade | Points    | Grade |
|------------|-------|-----------|-------|-----------|-------|-----------|-------|
| 930 – 1000 | A     | 830 – 869 | B     | 730 – 769 | C     | 630 – 669 | D     |
| 900 – 929  | A-    | 800 – 829 | B-    | 700 – 729 | C-    | 600 – 629 | D-    |
| 870 – 899  | B+    | 770 – 799 | C+    | 670 – 699 | D+    | 0 – 599   | F     |

**Below, each one of the grading components is explained in greater detail:**

**12) Discussion and In-Class Participation: (50 Points possible)**

There is a strong relationship between grade performance and lecture attendance. This course will cover a great deal of important material. I realize that it is often not easy for students to speak up in class, participate and contribute to in-class discussions, especially for those students who are non-native English speakers. While I am aware of that challenge, I would also like to encourage you to participate in class as much as you can. Student's in-class participation is evaluated on a weekly basis and students are given points accordingly. Both, quality and quantity of your participation are considered for grading.

**13) Written Homework Assignments: (150 Points possible)**

Throughout the semester, I will assign small homework project (6 in total) in the form of written reflections on class discussions, question regarding assigned readings etc. I will grade on both content and detail, and I will reject hastily written answers that are difficult to read, answers that do not directly engage the readings or the topics discussed, or answers that have been paraphrased from the reading.

**14) 1 Cross-Cultural Media Comparison Presentation and Paper: (300 Points possible)**

This is a group assignment. You will be assigned to groups (we will determine them in class during the first weeks of the semester). The group is expected to develop a professional 30-minute *PowerPoint* presentation, in which each member should have about the same amount of time to present the contents of the paper.

**You also need to develop a professional paper** that will accompany the presentation. In essence, this is a “write-up” of the presentation, including your research, findings and recommendations. I expect about 10 double-spaced pages, more might be necessary to thoroughly report on the media and the country that was selected.

Content, facts, argumentation and final statements should be incorporated in the *PowerPoint* and presented to the class and the instructor. Readings from the course textbook, research and class discussions, etc. should be used to produce high-quality arguments.

The 300 Total Points for the student group presentation and paper are based on:

- |  |                            |
|--|----------------------------|
| a.) Content Delivered (Quality of Facts Presented)                         | (up to 40 points possible) |
| b.) Speaker Quality (Clarity of Argument)                                  | (up to 40 points possible) |
| c.) Professional Attitude (Behavior, Language)                             | (up to 40 points possible) |
| d.) Speaker Transitions  | (up to 40 points possible) |
| e.) Timing (Was presentation time equally distributed among group members) | (up to 40 points possible) |
| f.) PP-Quality (Format, Structure, Length)                                 | (up to 40 points possible) |
| g.) Paper Quality (Format, Structure, Length)                              | (up to 60 points possible) |

Your presentation will be evaluated by the instructor, as well as your peers for the most objective grading possible.

The paper and the *PowerPoint* presentation need to be submitted via e-mail for grading, immediately following your in-class presentation. A penalty of 20 points will be assessed for each day material is late (including Saturday & Sunday).

Following your *PowerPoint* presentation, you are expected to participate and guide a discussion with your fellow students and instructor that focuses on debating the issues raised in the presentation. Think of at least 5 interesting, thoughtful, analytical, and (preferably) controversial questions that will initiate and provoke discussion.

**Procedure:** Students need to select a foreign country and media type by **the end of class on Monday, September 13**, and inform the instructor of choice for approval (to avoid duplication). The presentations will start **Wednesday, September 27<sup>th</sup> with Group # 1** and continue throughout the semester on Wednesdays.

The media type could be print media, radio, television, film, websites, etc. that originate in a foreign country. The focus of the paper should be on the cultural uniqueness(es) in the country selected and how those are different in comparison to the cultural situations present in the US. What does a US manager need to know in order to work effectively and efficiently in the selected country?

### 15) 1 Cross-Cultural Interview Paper (Main Paper): (300 Points possible)

The 'Cross-Cultural Interview' is an individual project describing a personal experience with someone from a different culture. The paper should focus on the interviewee's cultural adjustment and culture shock experience coming to Missoula (The University of Montana). The lecture on the "***W - Curve***", ***Acculturation and Culture Shock***, scheduled for **Monday, October 16<sup>th</sup>**, is extremely important to produce a high-quality cross-cultural interview paper.

Of particular interest are how the individual experienced the stages of the cultural adjustment process, what aspects of adjustment were particularly easy, which ones were particularly difficult, etc. The time frame in which the adjustment took place, what strategies the interviewee employed to deal with the challenges, what preparation was necessary, etc. are all aspects that should also be considered.

What conclusions can you draw from the interview with regard to international work assignments in general, or applied to specific positions and tasks? How can the personal experiences the interviewee shared with the interviewer help us understand what an individual is likely to encounter, when assigned to live and work in a culturally diverse location?

How can this be helpful for company training sessions, for strategic planning, and other business aspects? Last, but not least, how can this be helpful to you and your professional career?

You may interview a Native American or someone from another country. For those individuals who are interested in interviewing a foreign student, please contact the English Language Institute (ELI) in the International Center. You may also contact the *Office of American Indian Student Services Program*, in the Payne Family Native American Center, on campus, for establishing a contact to a Native American student.

You may also select an individual for your interview on your own. Consider culturally diverse students you know from other courses or individuals in the Missoula community. You can also get in touch with ethnically or culturally diverse faculty, teaching assistants, scholars, and researchers on campus.

However, and this is important, you **can not** interview another student from this *BMGT 480* class.

The *Cross-Cultural Interview Paper* should be approximately 15 double-spaced pages in length.

**Procedure:** Please **submit the paper in person on Monday, December 11 at the beginning of class**. Papers will not be accepted, if they are e-mailed to the instructor.

### 16) Comprehensive Final Exam (200 Points possible)

There will be a final exam in this class, consisting of multiple choice and true/false questions, in addition to definitions and some short responses, covering material from all class lectures, cases, exercises and discussions. The ***Final Exam Review Session is Monday, December 11<sup>th</sup>***.

### 17) 1 Extra-Credit Option (25 Points possible)

#### Graduate Student Assignment: (50 Points possible)

You can earn extra credit and graduate credit in this course by attending a presentation or lecture offered on campus or in the Missoula community that connect well to cross-cultural management situations. A great opportunity is the President's Lecture Series, which starts on September 7, with a seminar from 3:00 – 4:00 p.m. in GBB 123 titled: *Global Poverty and Why It Is So Hard to Erase*, or a lecture at 8:00 p.m. in the Dennison Theater titled: *Mortality and Morbidity in the United States*. Both presentations are provided by Sir Angus Deaton, Dwight D. Eisenhower Professor of Economics and International Affairs Emeritus, Woodrow Wilson School of Public and International Affairs and the Economics Department at Princeton University and 2015 Nobel Prize Winner in Economics. Other opportunities exist with the programming of the Montana World Affairs Council. These are just two examples. There are many more such opportunities offered in Missoula. Be proactive and propose your idea for approval.

The central questions to answer in this extra-credit option is: *What cultural information have you learned through your extra credit experience? What have you learned about another/other culture(s)?*

The task is, of course to connect the outside material to our class. To ask the question: How can the information learned from the presentation or lecture offered on campus or in the Missoula community be relevant (or should be relevant) to a cross-cultural manager?

Only one extra credit assignment per person is possible.

The Extra-Credit Paper should be approximately 5 double-spaced pages in length.

The Graduate Student Assignment should be approximately 10 double-spaced pages in length.

Graduate students also need to develop a professional 15-minute *PowerPoint* presentation to accompany the paper.

Your paper content, facts, argumentation and final statements should be incorporated in the *PowerPoint*. In addition, readings from the course textbook, research and discussions, etc. should be used to produce high-quality arguments. Time is reserved for graduate students towards the end of the semester for their presentation. The paper and *PowerPoint* presentation need to be submitted via e-mail by **Monday, December 4th**, in order to qualify for credit.

### **18) Make-Up Exam Conditions/Late Work Submission:**

Students are required to submit their work on time. Exceptions can be made only with a valid excuse (illness requiring medical care, family emergency, honeymoon, official university business, etc.) and if prior arrangements with the instructor were made. On/off-campus documentation is required.

The penalties for late submission without a valid reason are stiff: A penalty of 20 points will be assessed for each day assignments are late (including Saturday and Sunday). Those points will be subtracted from the total amount of points possible assigned to the particular project/area. Work submitted five days after the 'due date', will receive zero points.

### **19) General Assignment Guidelines:**

All papers must be professional, typed on a word processor, in a standard 12-point 'Times New Roman' or 'Arial' font, double-spaced, with 1" margins. The paper needs to have a **title page** and all pages within the paper need to have the **page number** and **your name** in the upper right corner of the page. All papers need to be stapled. You should also have a **bibliography** page (references), if you are utilizing outside sources. Include a one-paragraph introduction and conclusion. The title page does not have a page number, your first text/content page is page # 1.

The Cross-Cultural Interview Paper should be approximately 15 double-spaced pages in length.

The Cross-Cultural Media Comparison Paper should be approximately 10 double-spaced pages.

The Extra-Credit Paper should be approximately 5 double-spaced pages.

The Graduate Student Assignment should be approximately 10 double-spaced pages.

If the paper format is not professional, your final grade will be reduced by half a letter grade (+/-).

Make sure whatever you submit in writing is your own work and reflects your personal impressions and opinions (see next section on *Academic Dishonesty, Plagiarism and Cheating*). Your work should also be concise and well organized. The argument that you make should be clear and presented in a logical fashion. References and quotations/sources should be cited following the *APA* style guide. Consult your style manual.

Please proofread all your material before you submit it. You may not correct typos by scratching out the error or writing in the correction. This is not an English writing class; however, excessive incorrect spelling and grammar will also reduce your final grade by half a letter grade (+/-).

Only 'Word Document' attachments will be graded. Do not send your work embedded in the text body of your e-mail.

### **20) Technology:**

Students in this course are expected to be competent in using word-processing and presentation software. You may bring your laptop for class notes, if you like. The use of the Internet and e-mail is also required for several research assignments.

**21) Special Instructional Needs:**

Students with disabilities will receive reasonable accommodations in this course with an online component. To request course modifications, please contact me as soon as possible. I will work with you and Disability Services in the accommodation process. For more information, visit the Disability Services website at <http://www.umt.edu/dss/> or call 406.243.2243 (Voice/Text).

Students from cultures which utilize different means of examination or learning methods other than those used in this course should contact me within the first few days of class to discuss more culturally appropriate testing approaches. Please get in touch with me early about any kind of physical disability or learning problem that you have and provide me with documentation from *Disability Services* here on campus. I will be happy to arrange additional assistance.

**22) E-Mail Communication:**

It is your responsibility to be professional and to check your email on a daily basis. Email from non-UM accounts may be flagged as spam and deleted without further response.

I use email to disseminate information outside of the classroom and to inform you about changes to this *Syllabus*. Failure to check your email may result in loss of points. I respond to all email messages I receive during the week.

**23) Academic Dishonesty, Plagiarism and Cheating:**

Appropriate ethical behavior in the classroom is required of every student. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All written assignments in this class must be completely original.

**Definition: Academic Dishonesty**

Academic dishonesty includes “cheating” and “plagiarism”, the theft of ideas and other forms of intellectual property – published or unpublished.

**Definition: Plagiarism**

Plagiarism is the use of another writer’s words or ideas without acknowledging the source. Plagiarism also means “passing off a source’s information, ideas, or words as your own by omitting to cite them, which makes it an act of lying, cheating, and stealing.”

**Definition: Cheating**

Cheating is defined as obtaining or attempting to obtain, or aiding another to obtain credit for work, or any improvement in evaluation of performance, by any dishonest/deceptive means.

*Student Conduct Code*, available for review online [http://life.umt.edu/vpsa/student\\_conduct.php](http://life.umt.edu/vpsa/student_conduct.php)

**24) Some Final Thoughts:**

Course syllabi are intended to provide students with basic information concerning the course. The syllabus can be viewed as a 'blueprint' for the course; changes in the syllabus can be made and students will be informed of any substantive changes concerning examinations, the grading or attendance policies and changes in project assignments.

I have made every effort to make my expectations clear and easy to understand. It is your responsibility to ask questions if certain aspects of the material or the procedure are unclear to you.

I look forward to working with you as you develop a new level of cross-cultural management awareness and understanding. Thank you for signing-up for this course.

**Changes to this *Course Syllabus* are possible, but not intended.**

**Please see *Detailed Course Schedule* on the following pages.**

**Have a great Fall Semester!**



25) Detailed Course Schedule: *BMGT 480 – Cross-Cultural Management*

| WEEK              | CLASS SESSION | DAY | DATE     | TOPIC/FOCUS OF CLASS SESSION(S)  |
|-------------------|---------------|-----|----------|--|
| 1                 | 0             | MO  | Sept. 04 | <b>NO CLASS – LABOR DAY</b>  |
|                   | 1             | WE  | Sept. 06 | <b>Introduction:</b> Structure, organization and grading<br><i>Syllabus</i> and <i>Class Name List</i> distribution<br><b>Visualizing Culture – From Onion to Iceberg</b><br><b>The Intercultural Learning Model</b> (Outside Material)<br><b>Video:</b> <i>It's a Jungle Out There</i> (30 min.)<br>Discussion and Exercise |
| <b>SEGMENT I</b>  |               |     |          | <b>Cultures Around the World</b>   |
| 2                 | 2             | MO  | Sept. 11 | <b>Similarities and Differences</b><br><b>Nordic European Cluster</b><br><b>Germanic European Cluster</b><br>Discussion and Exercise   |
|                   | 3             | WE  | Sept. 13 | <b>Anglo Cluster</b><br><b>Latin Europe Cluster</b><br>Discussion and Exercise<br>Groups will be determined for <i>Student Presentations</i> and topic needs to be submitted to instructor at the end of class   |
| 3                 | 4             | MO  | Sept. 18 | <b>Latin American Cluster</b><br><b>Eastern European Cluster</b><br>Discussion and Exercise  |
|                   | 5             | WE  | Sept. 20 | <b>Middle Eastern Cluster</b><br><b>Workshop:</b> Presentation Skills and Tricks<br>Developing a high-class <i>PowerPoint</i> Presentation for <i>Cultural Profile Group Presentations</i> and writing a professional paper  |
| 4                 | 6             | MO  | Sept. 25 | <b>Confucian Asian and Southern Asian Cluster</b><br>Discussion and Exercise<br>Start <i>Cross-Cultural Media Comparison Presentation</i> by meeting with group members/receive instructor approval for country/media selection.   |
|                   | 7             | WE  | Sept. 27 | <b>Student Presentation:</b> Group # 1<br>Presentation Evaluation, Discussion and Exercise<br><b>Sub-Saharan Africa Cluster</b>  |
| <b>SEGMENT II</b> |               |     |          | <b>Dimensions of Culture and Stages of Shock</b>   |
| 5                 | 8             | MO  | Oct. 02  | <b>Edward Hall</b><br>Discussion and Exercise  |
|                   | 9             | WE  | Oct. 04  | <b>Student Presentation:</b> Group # 2<br>Presentation Evaluation, Discussion and Exercise<br><b>Video:</b> <i>Global One “Cross-Cultural Understanding”</i> (45 min.)   |

| WEEK               | CLASS SESSION | DAY | DATE    | TOPIC/FOCUS OF CLASS SESSION(S)   |
|--------------------|---------------|-----|---------|---|
| 6                  | 10            | MO  | Oct. 09 | <b>Geert Hofstede</b><br>Discussion and Exercise  |
|                    | 11            | WE  | Oct. 11 | <b>Student Presentation:</b> Group # 3<br>Presentation Evaluation, Discussion and Exercise  |
| 7                  | 12            | MO  | Oct. 16 | <b>The “W - Curve” – Acculturation/Culture Shock</b><br><b>Video:</b> <i>Going International: Beyond Culture Shock</i> (30 min.)<br>Discussion and Exercise |
|                    | 13            | WE  | Oct. 18 | <b>Student Presentation:</b> Group # 4<br>Presentation Evaluation, Discussion and Exercise  |
| <b>SEGMENT III</b> |               |     |         | <b>Intercultural Interaction</b>  |
| 8                  | 14            | MO  | Oct. 23 | <b>Intercultural Communication and Collaboration</b><br>Discussion and Exercise<br><b>Video:</b> <i>Global One “Intercultural Communication”</i> (45 Min.)  |
|                    | 15            | WE  | Oct. 25 | <b>Student Presentation:</b> Group # 5<br>Presentation Evaluation, Discussion and Exercise  |
| 9                  | 16            | MO  | Oct. 30 | <b>Negotiating Across Cultures</b><br><b>Video:</b> <i>Global One “International Negotiation”</i> (45 Min.)<br>Discussion and Exercise                      |
|                    | 17            | WE  | Nov. 01 | <b>Student Presentation:</b> Group # 6<br>Presentation Evaluation, Discussion and Exercise  |
| 10                 | 18            | MO  | Nov. 06 | <b>Ethics and Social Responsibility</b><br>Discussion and Exercise  |
|                    | 19            | WE  | Nov. 08 | <b>Student Presentation:</b> Group # 7<br>Presentation Evaluation, Discussion and Exercise  |
| <b>SEGMENT IV</b>  |               |     |         | <b>Intercultural Human Resource Management</b>  |
| 11                 | 20            | MO  | Nov. 13 | <b>Culture and Leadership Around the World</b><br>Discussion and Exercise   |
|                    | 21            | WE  | Nov. 15 | <b>Student Presentation:</b> Group # 8<br>Presentation Evaluation, Discussion and Exercise  |
| 12                 | 22            | MO  | Nov. 20 | <b>Global Teams</b><br>Discussion and Exercise  |
|                    |               | WE  | Nov. 22 | <b>NO CLASS – TRAVEL DAY FOR THANKSGIVING</b>   |
| 13                 | 23            | MO  | Nov. 27 | <b>Motivation Across Cultures</b><br>Discussion and Exercise  |
|                    | 24            | WE  | Nov. 29 | <b>Student Presentation:</b> Group # 9<br>Presentation Evaluation, Discussion and Exercise  |

| WEEK | CLASS SESSION                           | DAY | DATE    | TOPIC/FOCUS OF CLASS SESSION(S)  |
|------|---|-----|---------|--|
| 14   | 25                                      | MO  | Dec. 04 | <b>Conflict Mediation Across Cultures</b><br>Discussion and Exercise<br><b>Guest Presentation:</b> Kevin Hood, <i>UM's Internship Coordinator, "Internships Abroad and Working Abroad"</i><br><b>Submit Extra Credit and Graduate Credit</b> |
|      | 26                                      | WE  | Dec. 06 | <b>Student Presentation:</b> Group # 10<br>Presentation Evaluation, Discussion and Exercise  |
| 15   | 27                                      | MO  | Dec. 11 | <b>Reflection:</b> Where did we start? Where did we arrive?<br>Final Exam Review and Course and Instructor Evaluations<br><b>Submit final hardcopy of <i>Cross-Cultural Interview</i></b>  |
|      |   | WE  | Dec. 13 | <b>Study/Reading Day</b>   |
| 16   | <b>December 18<br/>5:00 – 7:00 p.m.</b> |     |         | <b>FINAL EXAM<br/>in our classroom, GBB 119</b>  |