Stockholm Business School

Stockholm University

Syllabus

for course at advanced level

Cross-Cultural Management and Leadership in a Globalized World
Interkulturellt management och ledarskap i en globaliserad värld

7.5 Higher Education Credits
7.5 ECTS credits

Course code:	FE5242
Valid from:	Spring 2015
Date of approval:	2014-10-10
Department	Stockholm Business School
Main field:	Företagsekonomi
Specialisation:	A1N - Second cycle, has only first-cycle course/s as entry requirements

Decision

This syllabus has been adopted by the Head of Education at Stockholm Business School, Stockholm University, 2014-10-10, last revised 2015-06-24.

Prerequisites and special admittance requirements

Degree of Bachelor worth at least 180 credits, or admitted to Business Studies IV, Extended Course or Business Studies IV, Magister's Course, Master's programme, or equivalent.

Course structure

Examination code	Name	Higher Education Credits
5242	Cross-cultural Management in a Globalized World	7.5

Course content

The aim of this course is to understand the new trends and approaches in the academic areas of cross-cultural management and leadership. Focus is placed on an integration of the emerging approaches in the age of globalization. Culture, globalization, emerging markets, and East-West integration are among the important issues in the larger background of the course.

Learning outcomes

Intended learning outcomes

On successful completion of the course students should be able to demonstrate a solid command of key concepts and theories in the course literature. More specifically, students should be able to:

Knowledge and understanding:

1. Describe, compare, and contrast key concepts and theories in cross-cultural management, leadership, and globalization in a systematic manner.

2. Reflect upon the significance of the relevant concepts and theories in globalized cross-cultural world of business.

Skills and abilities:

3. Critically analyse key concepts and theories in cross-cultural management and globalization.

4. Apply relevant concepts and theories to analyse empirical phenomena.

Judgment and approach:

5. Evaluate the significance of the relevant concepts and theories in globalized cross-cultural world of business.

6. Critically review and reflect about scholarly contributions in cross-cultural management, leadership, and globalization.

Education

The course consists of a combination of lectures, seminars and group work and requires a significant portion of self-study on the part of students. Assessment for the course will be continuous and is carried throughout the different activities of the course.

The course workload is 200 hours equivalent to 7,5 ECTS (40 hours per week equivalent to 1,5 ECTS).

The language of instruction is English. Please note that all teaching and learning activities are carried out in English.

Forms of examination

Assessment for the course will be continuous and is carried throughout the different course activities. Each assessment task is weighted in relation to its importance in the overall assessment of the course. The student's results from the different assessment tasks are added up to a total course score that will then translate into the final grade for the course.

Assessment tasks

The course contains the following weighted assessment tasks:

1. Individually written exam: assesses intended learning outcomes 1, 2, 3; constitutes 60% of total course points.

2. Essay writing (group): assesses intended learning outcome 1; constitutes 10% of total course point.

3. Mini-play (group) assesses intended learning outcome 4; constitutes 12% of total course points.

4. Project (group) assesses intended learning outcomes 3, 4, 5, 6; constitutes 15% of total course points.

5. Attendance and active participation in the course's teaching and learning activities (individual); constitutes 3% of total course points.

Grading

After completion of the course, students will receive grades on a scale related to the intended learning outcomes of the course. Passing grades are A, B, C, D and E. Failing grades are Fx and F. A grade Fx can be completed for a grade E.
A course comprises 0–100 course points. Receiving a final passing grade requires ≥ 50 course points. The scale for the final grade is tied to fixed score intervals: A: 90-100; B: 80-89; C: 70-79; D: 60-69; E: 50-59; Fx: 45-49; F: 45. The grades correspond to the total score points a student obtains (over a total of 100) for all the weighted assessment tasks combined as part of the continuous assessment for the course.

All assessment tasks are assessed on a 100-point scale. Each assessment task is awarded 0-100 points. The score for a single assessment task is the number of points multiplied by its percentage weight, and the combined total of score points for all weighted assessment tasks for the course are added up to a final score between 0 and 100 which then translates into a corresponding final course grade between A and F.
The student is responsible for completing the course's assessment tasks: that a sufficient amount of course points is earned and a passing course grade is obtained. The course's final assessment task can be taken twice: 1) during the course's first scheduled occasion; and, if a passing result (>= 50 course points) was not achieved at the first occasion, 2) at the course's second, scheduled occasion. All other assessment tasks are offered once during the course.

A passing grade (A–E) in the course is obtained when a student has achieved ≥ 50 course points.

A failing grade (Fx or F) in the course is obtained when a student has not achieved ≥ 50 course points:

• If 45–49 course points are achieved, a grade Fx is obtained, which can be completed for a grade E within 3 semester weeks after receiving instructions from the course director. If a complementary task is not completed within this time limit, and the course's two final assessment tasks have been accomplished, the course grade Fx is confirmed, implying that the student must re-register for the course and that previously acquired course points are forfeited. Note that first-time registered students have priority access to the seminar groups.

• If 45 course points are achieved, a grade F is obtained, implying that the entire course must be retaken and that previously acquired course points are forfeited.

Re-registration implies that:

• first-time registered students have priority access to the course's group registration;

• the final assessment task can be re-assessed without attendance at any of the course's other learning activities and without points from the course's other assessment tasks accredited.

Students receiving a passing grade may not retake the final examination or complete a previously not completed assessment task to attain a higher grade. A passing grade may not be turned into a failing grade upon the request of a student.

Assessment criteria

Assessment criteria are designed as overall assessments, combined qualitative descriptions of what the student is expected to do in order to demonstrate how well the course's learning outcomes are achieved. The assessment criteria are based upon the general abilities as expressed in the degree objectives of the Higher Education Ordinance (appendix 2, System of Qualifications). The list of abilities below is a compilation of these degree objectives. To pass the course (grade E) students should demonstrate general ability to:

• recall, understand and explain course content, the course subject and its scientific basis and methodology;
• apply course content;
• critically analyse course content;
• problematise course content;
• orally and in writing, present and discuss course content;
• assess course content in terms of scientific, social, and ethical aspects;
• relate course content to current social issues;
• meet standards of written presentation and formal accuracy.

The following assessment criteria are used to decide to what extent students have demonstrated these abilities and hence fulfil the course's intended learning outcomes, whereby a grading decision can be made. A higher grade-level presupposes the abilities at lower levels.

A (Excellent)

The student demonstrates ability to evaluate and relate to the content of the course from a comprehensive, critically reflective perspective, as well as to transfer and apply insights in new, meaningful contexts.

B (Very Good)

The student demonstrates ability to, from an overarching and coherent perspective of the field, understand and use concepts to explain how different aspects of the course relate to each other, interconnect and become meaningful.

C (Good)

The student demonstrates ability to discuss the content, tasks and complex issues dealt with in the course from several well-developed but mainly independent perspectives.

D (Satisfactory)

The student demonstrates satisfactory ability to discuss the content, tasks and complex issues dealt with in the

course in a way that, albeit in-depth and elaborate, is decidedly one-dimensional.

E (Sufficient)

The student demonstrates sufficient ability to discuss the content, tasks and complex issues dealt with in the course in a way that is decidedly one-dimensional.

Fx (Fail)

The student's knowledge, skills and abilities display minor flaws, overall or in significant parts.

F (Fail)

The student's knowledge, skills and abilities display major flaws, overall or in significant parts.

Interim

If the course is discontinued, or its contents are substantially altered, students have the right to be examined according to this syllabus once per semester for three further semesters.

Limitations

This course may not be included in a degree together with a course, taken in Sweden or elsewhere, of identical or partially similar content.

Required reading

Required Reading

Minor changes may occur, please consult the course's study guide.

Brannen, M.Y., & Thomas, D. (2010). Bicultural individuals in organizations: Implications and opportunity. International Journal of Cross Cultural Management, 10(1): 5-16.

Chen, M.-J., & Miller, M. (2010). West meets East: Towards an ambicultural approach to management. Academy of Management Perspectives, 24(4): 17-24.

Dorfmana, P., Javidanb, M., Hangesc, P., Dastmalchiand, A., & House, P. (2012). GLOBE: A twenty year journey into the intriguing world of culture and leadership. Journal of World Business, 47(4): 504–518.

Eriksen, T. H. (2007). Globalization: The key concepts. Oxford: Berg. (Read only Introduction, pp. 1-14).

Chevrier, S. (2009). Is national culture still relevant to management in a global context? The case of Switzerland. International Journal of Cross Cultural Management, 9(2): 169-184.

Fang, T. (2001). Culture as a driving force for interfirm adaptation: A Chinese case. Industrial Marketing Management, 30(1): 51-63. (Read only texts pp. 55-61)

Fang, T. (2005-2006). From "onion" to "ocean": Paradox and change in national cultures. International Studies of Management & Organization, 35(4): 71-90.

Fang, T. (2010). Asian management research needs more self-confidence: Reflection on Hofstede (2007) and beyond. Asia Pacific Journal of Management, 27(1): 155–170.

Fang, T. (2012). Yin Yang: A new perspective on culture. Management and Organization Review, 8(1): 25-50.

Fang, T., Fridh, C., & Schulbberg, S. (2004). Why did the Telia-Telenor merger fail? International Business Review, 13(5): 573-594.

Fang, T., Gunterberg, C., & Larsson, E. (2010). Sourcing in an increasingly expensive China: Four Swedish cases. Journal of Business Ethics, 97(1): 119-138.

Faure, G.O., & Fang, T. (2008). Changing Chinese values; Keeping up with paradoxes. International Business Review, 17(2): 194-207.

Hong, Y., Morris, M.W., Chiu, C., & Benet-Martinez, V. (2000). Multicultural minds: A dynamic

constructivist approach to culture and cognition. American Psychologist, 55(7): 709-720.

Hofstede, G. (2007). Asian management in the 21st century. Asia Pacific Journal of Management, 24(4): 411-420.

Levitt, T. (1983). The globalization of markets. Harvard Business Review, 61(3): 92–102.

Lewis, M.W. (2000). Exploring paradox: Toward a more comprehensive guide. Academy of Management Review 25 (4): 760–776.

McSweeney, B. 2009. Incoherent culture. European Journal of Cross-Cultural Competence and Management, 1(1): 22-27.

Osland, J.S., & Bird, A. (2000). Beyond sophisticated stereotyping: Cultural sensemaking in context." Academy of Management Executive, 14 (1): 65–79.

Van de Vliert, E, Einarsen, S., Euwema, M.C., & Janssen, O. (2009). Ecological limits to globalization of managerial situations. International Journal of Cross Cultural Management, 9(2): 185-198.

Recommended reading

Gesteland, R. (2002 or later editions). Cross-cultural business behaviour. Copenhagen: Copenhagen Business School Press (Reading only Chapter 1-3, and you may choose another chapter for preparing your mini-play).