



MO430: Leading in a Global Environment

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Course Schedule: Please see detailed dates in the schedule.

Course Dates: Spring 2023

Course Credits: 4 credits

Virtual Office Hours: By Appointment

Course Overview

MO430 is designed to teach the future global leaders to understand the role of culture in effectively managing and leading in a global environment. The course addresses both theoretical frameworks and practical skills needed to examine how globalization and interconnected business environment influence organizational strategies and management practices. Through the reflection, interactive exercises, and experiential learning-based assignments, the students will identify best practices in managing across cultures and examine its implications on their leadership development.

MO430 is a required course for the students who are enrolled in the Management Internship Study Abroad Programs in Paris, Dublin, and Madrid. This course aims to create a collaborative platform where students can engage each other in sharing and enriching their reflection and learning in cross-cultural management during their internship.

Learning Objectives

- To examine how culture influences day-to-day managerial challenges in communication, decision-making, negotiation, and working in global teams.
- To reflect on one's cultural identity and understand its implications on their leadership opportunities and challenges working in a global environment.
- To critically analyze best practices in cross-cultural management and be able to apply the lessons learned to real-time cases during the internship abroad.
- To develop 'style switching' skills in managing and leading dispersed teams.

Course Materials

- Online Course Packet on Blackboard (Free)
- Cultural Mapping Tool [What's Your Cultural Profile? \(hbr.org\)](http://hbr.org)
- Blackboard

Assignments and Grading

Individual Reflection Paper #1:	10%
Individual Reflection Paper #2:	10%
Participation:	30%
Virtual Journaling:	30%
Final Team Presentation:	20%

Class and University Policies

Attendance & Absences: This course requires 100% attendance in 7 virtual classes throughout the internship program. In addition, this interactive course asks the students to remain highly engaged throughout the internship program through virtual meetings, blogging, and individual coaching and mentoring.

Academic Integrity: Students are expected to show academic honesty and integrity in all your work throughout the course. This course holds a zero-tolerance policy with respect to academic misconduct, plagiarism, or cheating. Your written work should be original at all times and all the course readings and outside sources should be properly cited. For more information see Boston University's [Academic Conduct Code](#). See also the "Giving Credit Where Credit's Due" article (posted on Questrom Tools) for more information on what plagiarism is and how to avoid it. Note that all written assignments will be automatically screened for plagiarism via the Turnitin.com program when uploaded to the course website.

Accommodations: In keeping with University policy, any student with a disability who needs or thinks they need academic accommodations must call the Office of Disability Services at 353-3658 or stop by 19 Deerfield Street to arrange a confidential appointment with a Disability Services staff member. Accommodation letters must be delivered to me in a timely fashion (within two weeks of the date on the letter and not later than two weeks before any major examination). Please note that accommodations will not be delivered absent an official letter of accommodation.

Diversity & Inclusion: In developing this course, I have aimed to be thoughtful about how identity and culture impact the course content. I invite you to share your personal experiences and perspective related to the course content. If there are topics or conversations that you feel would benefit from incorporation of social context, a differing perspective, or Questrom's Office of Diversity & Inclusion, please inform me and I will explore resources and opportunities for us to engage a wide variety of perspectives in our class.

Sexual Misconduct/Title IX Policy: The Questrom School of Business is committed to fostering a safe learning environment for all members of the its community and preventing sexual misconduct. All forms of sexual misconduct, including rape, acquaintance rape, sexual assault, domestic and dating violence, stalking, and sexual harassment are violations of Boston University's policies, whether they happen on campus or off campus. Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits sex-based discrimination in federally funded education programs and activities. This law makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources at <http://www.bu.edu/safety/sexual-misconduct/>.

Assignments

1. Individual Reflection Paper #1: Analysis on Cross-cultural Experience (10%)

In this individual experiential exercise, you will choose and visit a foreign setting that is unfamiliar to you. The goal of this project is to expose yourself to a new cultural environment and see how you cope with cultural stereotypes, communication barriers, and culture shock. The underlying assumption of this project is that culture shock is a natural and necessary process for individuals to adapt to a new environment.

You are required to spend at least 3-4 hours in the setting you have chosen. You must be involved in an activity on the site or interact with the people in the group. The location and activity can be chosen based on your interests, but they should be something that is far outside your comfort zone. The examples are following:

- Participating in a religious ceremony that is unfamiliar to you.
- Visiting foreign cultural groups (e.g., homeless shelter, foreign language group, and etc.).
- Participating in a local, community service.
- Learning a new skill in a foreign country.

After the activity, each individual will upload photos and videos from the experience on their blog and write a 3 page (double-spaced) analysis of your cross-cultural experience. You will discuss the nature of the activity and objectives of the visit, and you will reflect on your own cultural background and discuss how it helped or challenged you to be immersed in the specific foreign environment you chose.

[Citation: This assignment is based on I. Ratiu's "Simulating Culture Shock" exercise, in H. N. Seelye (Ed.), *Experiential activities for intercultural learning*. Yarmouth, Maine: Intercultural Press.]

2. Individual Reflection Paper #2: Analysis on Global Teaming Experience (10%)

In this assignment, you are asked to reflect on your experience working with your counterparts in Paris, Madrid, and Dublin and identify 2-3 opportunities and challenges in managing and leading virtual teams. Critically analyze your experience by applying course concepts related to managing diverse, dispersed teams. Discuss its implications on your leadership development. (3 page, double-spaced).

3. Virtual Journaling (30%)

Throughout the internship program, each student will be blogging their internship experience. Each student will be assigned to a virtual team with students working in different countries to share the observations and lessons learned from their internship experience. Based on the individual reflection and group discussions, the students will provide a critical analysis of the best practices in cross-cultural management during the final presentation.

4. Final Team Project (20%)

As a culmination of the course and the internship program, your team will create a virtual, expat training manual. By incorporating semester-long learning and internship experiences, you will discuss your rationale on training modules, and what constitutes your expat training. Detailed project description is available on Blackboard.

Tentative Class Schedule

MO430 Spring 2022 Schedule			
Dates	Objectives	Readings	Deliverables
Jan 31: Virtual Meeting #1 Course Introduction	<ul style="list-style-type: none"> Introduction to the Course. Getting to Know Each Other: Introduction to the Virtual Team. Individual Goal Setting for Internship. <i>Guest Speakers: Former QST students in Study Abroad Internship Program</i> 	<ul style="list-style-type: none"> Pre-class Survey 	<ul style="list-style-type: none"> Registration for Parlay Ideas Launch virtual teams
Feb 7: Blog Post Due Cultural Intelligence: New Environment, New You	<ul style="list-style-type: none"> Assess your new environment. Conduct initial analysis on cultural differences and reflect on how they challenge you. Discuss your action plans. 	<ul style="list-style-type: none"> HBR: Cultural Intelligence TED Talks: Cultural intelligence: the competitive edge for leaders Julia Middleton 	<ul style="list-style-type: none"> Complete Parlay Assignment: Capture your new environment and cultural elements that are different from U.S. Upload a video/photos on Parlay and discuss potential challenges and opportunities. Review other students' post and make at least 3 comments on Parlay.
Feb 14: Virtual Meeting #2 Identifying My Cultural Identity	<ul style="list-style-type: none"> Reflect on one's own identity and define what culture means. Introduction to Cultural Mapping and Hofstede's frameworks. Discuss how Cultural Mapping applies to your company. 	<ul style="list-style-type: none"> HBR: Navigating the Cultural Minefield 	<ul style="list-style-type: none"> Complete Parlay Assignment: Complete Cultural Intelligence Assessment and share your result on Parlay prior to class. List of Culture-shock activities for the Individual Project Due during class.
Feb 21: Individual Reflection Paper #1 Due on Parlay			<ul style="list-style-type: none"> Complete Parlay Assignment: Share your Culture-shock activity and provide reflection. [Detailed Assignment Description is posted on Blackboard] Review other students' assignments and make at least 3 comments on Parlay
Feb 28: Virtual Class #3 Managing Dispersed Teams and Remote Work	<ul style="list-style-type: none"> Discuss challenges and opportunities in working in a remote team. Compare and contrast team management strategies across cultures. 	<ul style="list-style-type: none"> HBR: How to Keep Your Team Motivated, Remotely. 	<ul style="list-style-type: none"> Complete Parlay Assignment: How do you get motivated working remotely? Review other students' posts and make at least 3 comments on Parlay.

<p>Mar 14: Virtual Class #4</p> <p>Managing Difficult Conversations Across Cultures</p>	<ul style="list-style-type: none"> ● Develop cross-cultural communication strategy. ● Discuss how to manage difficult conversations across cultures and remotely. ● Prepare Feedback Exercise with the Supervisor. 	<ul style="list-style-type: none"> ● TED Talks: Secrets of Cross-cultural Communication ● HBR: Getting to Yes Across Cultures - YouTube 	<ul style="list-style-type: none"> ● Complete Parlay Assignment: Identify 1-2 cross-cultural communication challenges from the internship experience and discuss them on Parlay. ● Complete Parlay Assignment: Complete Failure Survey and share your reflection on Parlay. ● Review other students' posts and make at least 3 comments on Parlay.
<p>March 28: Blog Post Due</p> <p>Understanding Your Strengths and Weaknesses as a Global Manager</p>	<ul style="list-style-type: none"> ● Share your reflection on Feedback Exercise. 		<ul style="list-style-type: none"> ● Complete Parlay Assignment: Your Strengths and Weaknesses as a Global Manager. ● Review other students' posts and make at least 3 comments on Parlay
<p>April 4: Virtual Class #5</p> <p>Creating DEI through Cultural Synergy</p>	<ul style="list-style-type: none"> ● Discuss how Diversity, Equity and Inclusion is implemented across cultures. ● Examine cultural synergistic approach in DEI. ● Teams present preliminary findings. 	<ul style="list-style-type: none"> ● HBR: Do Your Global Teams See DEI as an American Issue? 	<ul style="list-style-type: none"> ● Complete Parlay Assignment: Discuss DEI initiatives in your internship company. ● Review other students' posts and make at least 3 comments on Blog
<p>April 18: Virtual Class #6</p> <p>Managing Transitions in Global Career</p>	<ul style="list-style-type: none"> ● Explore ideas for successful transitions in global career. ● Discuss the implications of cross-cultural management on leadership development. ● <i>Guest Speaker</i> 		<ul style="list-style-type: none"> ● Complete Parlay Assignment: Post 3 ideas that are important for expat training prior to class. ● Review other students' posts and make at least 3 comments on blog. ● Expat Training Exercise
<p>April 25: Virtual Class #7</p> <p>Final Presentation</p>	<ul style="list-style-type: none"> ● All teams present final project. 		<ul style="list-style-type: none"> ● Provide feedback to other teams. ● Complete course evaluation.
<p>May 2: Individual Reflection Paper #2 Due</p>			<ul style="list-style-type: none"> ● Please upload a copy to Blackboard/Assignments by 5 pm ETA.