Nietzsche, Friedrich

“No one can draw more out of things, books included, than he already knows. A man has no ears for that to which experience has given him no access.”

Anonymous

"Life's journey is not to arrive at the grave safely and in a well preserved body, but rather to skid in sideways, totally worn out, shouting “HOLY COW...WHAT A RIDE!”"
Course Description & Syllabus

TCU Mission Statement
To educate individuals to think and act as ethical leaders and responsible citizens in the global community

Required Texts & Readings

2. Additional articles will be assigned for class preparation and will be available through the library's electronic database - usually from the Business Source Premier database. You can find the BSP database by going to the TCU library's website, clicking on "Online Resources," then clicking on "Alphabetical List of Databases," and finally finding BSP and clicking on that. Follow the instructions carefully to search for each article. You can read the article online, or save the articles electronically or print them to read at your leisure. If the article you are searching for is not available through BSP, try the Wilson Select Plus database, available from the same alphabetical listing of databases. Assigned articles not available from any electronic database will be distributed in class.
3. Other readings or preparation materials, such as cases not in the textbook, will be distributed in class or by email.

Recommended Class Research Resources

1. *The Wall Street Journal* (now available to all Neeley School students)
2. Popular business periodicals such as *Forbes, Fortune, Fast Company, Business Week*, and others.
3. Practitioner-oriented journals and periodicals such as *Harvard Business Review, Sloan Management Review, Academy of Management Executive, Business Horizons, California Management Review, Journal of World Business, HR Magazine, Industry Week, Organizational Dynamics, Personnel Journal*, and *The International Executive*. This is only a sampling of the excellent print resources available to practicing managers. Increasingly, valuable knowledge resources are also being made available on the Web, but be careful to substantiate the quality and veracity of the information you obtain online.

COURSE DESCRIPTION

As given in the undergraduate catalog, this course seeks to build cross-cultural management knowledge and skills, and the ability to understand and manage culturally based differences and similarities within and between multinational enterprises in the contemporary world. Topics
include culture, legal/political structures, ethics/social responsibility, communication, negotiation, expatriation/repatriation, trade agreements, and workforce leadership.

Thus, this course is an exploration of cross-cultural management issues with an emphasis on learning skills essential to successful cross-cultural management. Our goal is increased cultural sensitivity, awareness of the personal and professional challenges of working outside your home country, and becoming able to deal more effectively in organizations and with people whose world view may be very different from your own.

It has been said that "the practice of management is best taught as a craft, rich in lessons derived from experience and oriented toward taking and responding to action" (Leavitt, 1996). Toward that end, this course will be oriented around activities designed to develop skills and understanding in the cross-cultural arena. Among these will be included developmental exercises, energetic debate, case discussions and analysis, and other such interactive learning experiences. Because a substantial part of this course will depend on your active participation, regular attendance is essential. Furthermore, you are accountable not only for your own learning, but also for that of your peers in this class.

**COURSE PURPOSE**

This course currently meets all or part of the following requirements for a degree:  
[check off or include as many of the following as are appropriate for your course:]
- Requirement within the Entrepreneurial Management Major
- Upper-division elective for other business majors
- Requirement for Neeley Fellows Program
- TCU Core Curriculum - Cultural Awareness requirement

**COURSE OBJECTIVES**

By the end of this course, students will:

1. Be able to identify and explain differences in cultural artifacts, values, and unconscious assumptions between their home culture and another
2. Be able to critically analyze and make recommendations regarding human resource challenges in cross-cultural business situations
3. Be able to analyze and prepare for a cross-cultural business negotiation
4. Be able to identify and adapt to culturally-based differences in communication style and preferences
5. Be able to identify, evaluate, and respond to ethical challenges in cross-cultural situations
6. Be able to identify strategic threats and opportunities in foreign locations, and critically analyze these issues in determining entry strategies and how best to capitalize on a firm’s strengths and nullify its weaknesses.

**COURSE STRUCTURE AND POLICIES**
**Instructional Methodology.** The course will be taught utilizing significant readings prior to class meetings, a trip to Mexico and business site visits, speakers, exercises and analysis of real world cases, followed by interactive class discussions. There will be minimal lecturing. Students will receive considerable amount of personal attention while working on assignments.

**Eligibility.** Only Neeley Fellows may enroll in this course.

**Attendance.** TCU requires "regular and punctual class attendance" and "no assigned work is excused because of absence, no matter what the cause. Records of class attendance are kept by faculty." In accordance with University policies:

1. Faculty are required to permit students to make up work missed due to official university absences (e.g., athletics, chorus, band, etc.).
2. Serious illnesses or family emergencies (such as hospitalization or catastrophic accidents) may be verified by the Campus Life office, but are not considered official absences. When such an illness or emergency has been verified, instructors should assist the student to make up any missed work and time lost should not prejudice class standing. Faculty members should specify the appropriate time frame for making up missed work.
3. Students who miss an instructional experience are expected to meet with faculty to discuss their absence as soon as possible. Faculty may permit a student to make up missed work or assess a penalty for class absence.

Because of the interactive nature of this course, regular and punctual attendance is especially important. Therefore, my attendance policy is as follows:

1. You will be considered absent if you are not present to sign the attendance log, if you leave class early without first clearing it with me, or if for any other reason you do not sign the attendance log. At the end of the course, the only valid record of your attendance on any given day is the attendance log!
2. Although serious illness or family emergencies are not considered official absences by the University, I will assess no penalty if (and only if) I receive written verification from your doctor or other legitimate authority. Furthermore, I must be informed of the situation prior to class if at all possible, and in any case receive written verification before I submit final course grades to the University, or the absence penalty will stand.
3. I recognize that work demands, interview schedules, and other such concerns may conflict with class attendance. Sometimes the best choice is to miss class in favor of some other demand or opportunity, but please be willing to accept the consequences of your choices, whether positive or negative. I do not consider these to be excused absences.
4. Students with no unexcused absences will receive an end-of-semester bonus of 1 percentage point (on a scale of 100). Students with one unexcused absence will receive neither bonus points nor penalties. Penalties will begin accruing when you have two or more unexcused absences. Each unexcused absence, beginning with the second, will carry a penalty of 1 percentage point. Thus, a student with perfect
attendance and a total percentage score of 89.5% at the end of the semester would actually be graded as if their score were 90.5%. Similarly, a student with two absences and a score of 90.5% would actually be graded as if their score were 89.5%. Bonus or penalty points will be assessed after all other grades are in and the earned point totals for the semester have been calculated.

**Statement on Disability Services at TCU**: Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator for Students with Disabilities in the Center for Academic Services located in Sadler Hall, 11. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-7486.

Adequate time must be allowed to arrange accommodations and (as noted above) accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. *Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator.* Guidelines for documentation may be found at [http://www.acs.tcu.edu/DISABILITY.HTM](http://www.acs.tcu.edu/DISABILITY.HTM).

Students with emergency medical information or needing special arrangements in case a building must be evacuated or for the study abroad portion of our course should discuss this information with the instructor as soon as possible.

**Academic Misconduct (Sec. 3.4 from the Student Handbook)** – Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life. Specific examples include, but are not limited to:

- **Cheating**: Copying from another student’s test paper, laboratory report, other report, or computer files and listings; Using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; Collaborating with or seeking aid from another student during a test or laboratory without permission; Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; Substituting for another student or permitting another student to substitute for oneself;

- **Plagiarism**: The appropriation, theft, purchase or obtaining by any means another’s work, and the unacknowledged submission or incorporation of that work as one’s own offered for credit. Appropriation includes the quoting or paraphrasing of another’s work without giving credit therefore.

- **Collusion**: The unauthorized collaboration with another in preparing work offered for credit.
Netiquette: Communication Courtesy Code. All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. If I deem any of them to be unprofessional or otherwise offensive, I will forward the message to the Chair of the department and the online administrators and appropriate action will be taken, not excluding expulsion from the course.

TCU Campus Resources for Students: Many resources exist on the TCU campus that may be helpful to students: Mary Couts Burnet Library (257-7117); Center for Academic Services (257-7486, Sadler Hall. 11); the William L. Adams Writing Center (257-7221, Rickel Bldg. 244); Student Development Services (257-7855, Student Center Rm. 220); and University Ministries (257-7830, Student Center Rm. 111).

Email Notification: Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.

EXAMINATIONS

Examinations. There will be one mid-course exam and a final exam -- see the class schedule for dates. Both exams will be based on the assigned preparation and reading, in-class discussions, guest speakers, and other material covered since the previous exam. The final exam will be comprehensive, but will emphasize material covered since the last midterm exam. The exams may include a variety of question types, from short answer to essay type questions. This is a Fellows class...my expectations for your analytical ability, synthesis of ideas and information, and justification of recommendations and conclusions is high!

The exams are worth 100 points each.

Make-Up Exams. You will be permitted to take a makeup exam only for extraordinary reasons, and only if I have given you permission to do so prior to the scheduled exam. I will only allow makeup exams for university-excused absences, and for reasons of serious illness or family emergency as described above in the section on attendance (which must be verifiable). Please do not ask for consideration for any other reasons.

TERM PROJECT - FOREIGN OPERATION PROPOSAL

Please carefully read the information on the project assignment handout (attached to this syllabus) or on the project web page for details of the project content requirements. I will be available whenever possible outside of class to provide direction regarding the project. I encourage you to make an appointment to consult with me whenever you feel it is necessary. The following are some general guidelines for the term project, summarized from the project description:

Written Proposal (125 pts):

1. Structure: In your proposal, you should include the following:
   a. Cover page
b. Executive summary - 200 words or less
c. Introduction - statement of need, background, purpose of proposal, objectives
d. Body of proposal - with subtitles/sections for each of the six items from the list above
e. Recommendations & conclusions
f. Appendices - including a bibliography of your research sources

2. Careful editing for spelling, grammar, and compelling wordsmithing are important, and will be considered in my assessment of the quality of your work. Spell and grammar check your work, and then also proofread it to find errors that the software doesn't catch. Choose your wording carefully to ensure that your arguments and recommendations will be understood.

3. Your work should be solidly and explicitly grounded in the language, concepts, and knowledge covered in the course. Your work should also benefit from knowledge you can best gain through serious and in-depth out-of-class research. Simply reviewing information readily available in encyclopedias or "Doing Business in..." type books is not adequate. Above all, recognize that this assignment requires you to think, integrate, and apply the knowledge you gain through your study...you will not simply be able to restate what someone else has already written.

4. In the final analysis, your report will be evaluated on (a) evidence of content mastery of topics in international management, (b) depth of understanding, and (c) the quality of analysis leading to careful and explicit justification of your recommendations and conclusions.

Proposal Presentation (75 pts.):

1. Each project group will have 15-20 minutes to present their analysis and recommendations to the rest of the class. A presentation lasting longer or shorter than that time range will be penalized.
2. Your classmates and I will act as a decision-making board evaluating the quality of your proposal for potential funding and implementation. You should structure your presentation accordingly to persuade us and commit our involvement.
3. Your presentation will be evaluated on the quality of your arguments toward convincing the board of the manufacturing operation's strategic and cultural viability and potential for success in terms of the management challenges likely to arise.

Team Peer Ratings. An all too common challenge in work teams, both in school and in the "real world," is unequal effort and contributions by different group members. One way to encourage group members to be accountable to the group as a whole is weighting differential individual contributions to the group's final product. In this class, that is accomplished through peer evaluations. Thus, each of you will be asked to rate the contributions of your group members and yourself. You will indicate the percentage of the total group peer rating points (25 points times the number of group members), that you believe each member of your group (including yourself) should receive. The average % rating will be used to determine how many of the total number of team points available each of you will receive. For instance, ratings of 27%, 36%, 35%, 30%, and 31%, (for five team members) would result in a percentage score for one individual of 159% and a point total of 39.75 (159% X 25 points possible). Obviously this score indicates a greater
than average contribution to the group's success; others in the group would necessarily have lower than average percentage scores, since the total for the group must equal 125 points (25 per group member). You should submit your peer ratings at the time of the final exam...a form will be attached to the final exam for that purpose.

**Firing a Team Member.** Sometimes a group member contributes so little that he or she becomes a serious threat to the team's success. Under these circumstances, in this class the team has the option of firing the disruptive individual. This is not, nor should it be, an easy process. Indeed, you will notice that along the way there are numerous opportunities for the individual and/or the team to take action to correct the situation. To fire someone, you must follow these procedures:

**Starting the Termination Process.** The group must meet to discuss starting the firing process. A majority of group members is needed to begin the firing process.

**Required Written Warning.** The group must prepare a formal written warning which states their intentions to fire a group member. The warning must describe why (i.e., specific behaviors performed or not performed) the group has concerns about the person's performance, and that the group is formally initiating the disciplinary process. Copies of the warning must be distributed to the low performing individual, all other members of the group and to me.

**Required Face-to-Face Meetings.** Along with the written warning, three face-to-face meetings must take place. The purpose of these meetings is to (calmly!) make clear the seriousness of the situation and then to come to agreement on what the at-risk individual must do to avoid being disciplinary action. These three meetings are as follows:

- The group needs to meet privately with me to discuss the situation. If any group member (except the one under threat of termination) misses this meeting, the termination process comes to an end.
- The student at risk of termination needs to meet privately with me to discuss the situation. Missing this scheduled meeting results in automatic and immediate firing from the group.
- The entire must meet with me to discuss what the student must do to avoid being fired. Missing this scheduled meeting has consequences similar to those noted above.

**Completing the Termination Process.** If the at-risk individual makes sufficient improvement, the team can decide to end the firing process. If so, all team members and I should be notified in writing of the decision. Congratulations, problem solved! If the individual's behavior does not show adequate improvement, the group progresses to the next step in the disciplinary process. All group members (except the student being fired) must meet, discuss the situation, and reach a consensus on further disciplinary action, up to and including termination from the team project. One or more representatives of the group must then meet with me to explain their decision. All group members and I should be
notified in writing about this decision. Like the written warning, be sure to specifically and unambiguously explain the disciplinary action chosen and the rationale (i.e., specific behaviors performed or not performed).

Terminated Students. Fired students must complete the group project requirements individually. Their performance will be assessed on the same dimensions and with the same rigor as for the other group projects.

**FINAL COURSE GRADE**

Final course grades will be calculated based on your total points accumulated during the course. I will compute and post (on the course grades web page) your "grade-to-date" as soon as possible after each assignment or exam is graded and returned. To preserve confidentiality, each student should choose a 4 digit PIN number; grades will be organized accordingly. The total points possible are as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Course Exam</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>125</td>
</tr>
<tr>
<td>Foreign Operation Written Proposal</td>
<td>125</td>
</tr>
<tr>
<td>Foreign Operation Proposal Presentation</td>
<td>75</td>
</tr>
<tr>
<td>Peer Rating</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>450</strong></td>
</tr>
<tr>
<td>Attendance Bonus</td>
<td></td>
</tr>
</tbody>
</table>
**Term Project - Foreign Operation Proposal**

Project teams will include five people each, for a total of six groups in the class. By our second class session, you should have selected your partners for the term project. Please send me (by email) a list of the names of your group members.

**Project Parameters.** Each team is responsible for developing a proposal for setting up a foreign manufacturing operation in a different industry/product line. Each group will then choose a location in Central America in which to locate their manufacturing operation. For the written proposal, all groups are required to incorporate the first three of the following eleven items. In addition, each group must select three of the remaining items to address as part of its proposal. I would expect that a well written proposal would probably not be possible in less than 15 pages of text, and almost certainly a superior product will require more.

1. **Strategy.** Why is this a good place to establish your operation? What entry strategy do you recommend and why? What are the potential threats and weaknesses associated with this location? Address other relevant factors as needed.

2. **Culture.** Describe the relevant cultural aspects of your chosen location. How does it differ in important ways from the United States? How will people in this organization need to adjust their behavior, management style, expectations, and so forth to do business effectively in this country and region? What about cross-cultural teamwork within the operation? Other cultural challenges or issues?

3. **Human resource management.** How will you staff the foreign operation? If you plan to use expatriates, what type of training (if any) should they receive and what selection criteria will be most important in choosing who to send to the operation? Explain and justify your recommendations. What can/should the firm do to handle problems associated with repatriation? How should the expatriate assignment be structured for the highest likelihood of success? How will you handle (if at all) the hiring and employment of foreign nationals for the operation and what challenges do you expect to encounter? What are your recommendations for dealing with all of the challenges associated with human resource management in this location?

4. **Political/legal/technological environments.** What challenges are created by the political, legal, and/or technological environment of your region and location? What forms of political risk do you expect to encounter? How would you assess the degree of political risk your operation faces? How do you recommend the firm deal with all of these challenges?

5. **Ethics.** How do ethical practices differ in your chosen location from the U.S.? What implications do for your firm's operations there?

6. **Communication.** Describe the preferred communication styles and patterns of behavior in your chosen country. How do they differ from the U.S., and what challenges are likely to arise? How are perceptions likely to play a role in communication in this country? What about nonverbal communication? How do you recommend the firm deal with these communication challenges?
7. **Negotiation.** How do patterns of negotiation tend to differ between the U.S. and your chosen country? As we negotiate for land, distribution, sales, and so forth, how should we approach the negotiations to have the greatest likelihood of success?

8. **Decision-making and control.** How is the decision-making process likely to differ in the country you have chosen? How should your firm adjust (if at all) to manage the differences in decision-making and control?

9. **Motivation and leadership.** How would you characterize the motivational and leadership preferences of the country in which your operation will be established? How would this information be of value to your firm as it sets up its operation? What recommendations would you make (and why) for designing incentive and reward systems in the foreign operation? How should the firm's leadership adjust to best serve the foreign operation?

10. **Labor relations.** What difficulties and differences do you expect to encounter with regards to labor relations in the country you have chosen? What are the local preferences or expectations for handling industrial/labor conflicts? What type of labor relations issues should the company be investigating in more depth so that it can have the most efficient and effective operation possible?

I will be available as often as you need outside of class to provide direction on the parameters of the project. I encourage you to consult with me as often as you feel necessary. Also, I strongly encourage you to seek guidance on business writing and proposal development in the CPC. They have handouts that may be of some use to you as you complete this project.

Your proposal should be double-spaced throughout, with one inch margins, 12 point font, and be structured as follows:

- Cover page
- Executive summary - 200 words or less
- Introduction (statement of need, background, purpose of proposal, objectives)
- Body of proposal - with subtitles/sections for each of the six items from the list above
- Conclusions and recommendations
- Appendices - including a bibliography of your research sources

Other than these broad requirements, you decide what format is best to accomplish your objectives. You may include pictures, factoids, "for further reading" resources, tables and figures, and other such material designed to persuade the firm's decision-makers to adopt your proposal. Wordsmithing, spelling, and grammar are important, and will be considered in my assessment of the quality of your work. Do spell and grammar check your work, and then also proofread it to find any errors that the software doesn't catch. Choose your wording carefully to ensure that your arguments and recommendations will be understood.

Your work should be solidly and explicitly grounded in the language, concepts, and knowledge covered in the course. Your work should also benefit from knowledge gained by you through serious and in-depth out-of-class research. Simply reviewing information readily available in
encyclopedias or "Doing Business in..." type books is not adequate. Above all, recognize that this assignment requires you to think, integrate, and apply the knowledge you gain through your study...you will not simply be able to restate what someone else has already written.

In the final analysis, your report will be evaluated on (a) evidence of content mastery of topics in international management, (b) depth of understanding, and (c) the quality of your recommendations and conclusions.

The drop-dead due date for the proposal is 5:00pm, Thursday, June 3, 2005, no exceptions, and it is worth 125 points. Please feel free to contact me during office hours or for an appointment at another time if you think I can help in any way. I'll be happy to help in any way I can.
# Course Schedule

*(subject to change as necessary)*

<table>
<thead>
<tr>
<th>Class Session</th>
<th>Topics &amp; Activities</th>
<th>Reading assignments &amp; other preparation</th>
</tr>
</thead>
</table>
| Monday, Day 1 | • Introductions  
  • Citizens of the World...  
  • Case analysis format review  
  • Group formation & project development  
  • Meanings and dimensions of culture | • Begin work on group projects                                                  |
| Tuesday, Day 2| • Meanings & dimensions of culture  
  • Case discussion: *EuroDisneyland* | • Reading: Ch. 1 & 2  
  • Prepare *EuroDisneyland* case analysis for class discussion                   |
| Wednesday, Day 3 | • Meanings & dimensions of culture  
  • Derdia simulated culture exercise | • Reading: Ch. 4  
  • Reading: J. Osland & A. Bird, *Beyond Sophisticated Stereotyping: Cultural Sensemaking in Context*  
  • Reading: A. Bird, et. al., *Adapting and Adjusting to Other Cultures: What We Know But Don’t Always Tell*  
  • Reading: M. Maznevski & J. DiStefano, *Global Leaders Are Team Player: Developing Global Leaders Through Membership On Global Teams*  
  • Prepare *The Road To Hell* case analysis for class discussion                  |
| Thursday, Day 4 | • Cross-cultural teamwork & leadership  
  • Case discussion: *The Road To Hell*  
  • Tentative guest speaker - Mr. Stephen Miller (Lockheed-Martin) | • Reading: Ch. 5 & 6  
  • Reading: M. Maznevski & J. DiStefano, *Global Leaders Are Team Player: Developing Global Leaders Through Membership On Global Teams*  
  • Prepare *The Road To Hell* case analysis for class discussion                  |
| Friday, Day 5 | • Exam #1  
  • Leave separately for cruise departure – meet on board ship... | • Make a little time to get started on next week’s readings!!!                   |
| Monday, Day 6 | - **Central American cruise – field visits, cultural events, and etc.** | - Make a little time to get started on next week’s readings!!! |
| Tuesday, Day 7 | - **Central American cruise – field visits, cultural events, and etc.** | - Make a little time to get started on next week’s readings!!! |
| Wednesday, Day 8 | - **Central American cruise – field visits, cultural events, and etc.** | - Make a little time to get started on next week’s readings!!! |
| Thursday, Day 9 | - **Central American cruise – field visits, cultural events, and etc.** | - Make a little time to get started on next week’s readings!!! |
| Friday, Day 10 | - **Central American cruise – field visits, cultural events, and etc.** | - Make a little time to get started on next week’s readings!!! |
| Monday, Day 11 | - Debrief cruise experience – culture, key lessons, etc.  
- Cross-cultural communication & negotiation  
- *Au Revoir to Dijon* case discussion | - Reading: Ch. 3 & 7  
- Reading: J. Brett, *Culture and Negotiation*  
- Reading: J. Sebenius, *The Hidden Challenge of Cross-Border Negotiations*  
- Prepare *Au Revoir to Dijon* case analysis for class discussion |
| Tuesday, Day 12 | - HR selection & training  
- *BRB in Mexico* case discussion | - Reading: Ch. 8, 9, & 10  
- Reading: J.S. Black & H. Gregersen, *Serving Two Masters: Managing The Dual Allegiance of Expatriate Employees*  
- Prepare *BRB in Mexico* case analysis for class discussion |
| Wednesday, Day 13 | - HR selection & training (continued) | - Reading: J. Osland, *The Journey Inward: Expatriate Hero Tales and Paradoxes*  
- Reading: L. Stroh, H. Gregersen, & J.S. Black, *Closing the Gap: Expectations Versus Reality Among Repatriates* |
<table>
<thead>
<tr>
<th>Thursday, Day 14</th>
<th>Friday, Day 15</th>
</tr>
</thead>
</table>
| - Group presentations & discussions  
- Course wrap-up & SPOT evaluations | - FINAL EXAM |
| Finalize & submit written proposals by 5:00 pm | |

**Bibliography.**

Bannon, Gerard.  
*International management: an essential guide to cross-cultural business.*  

Brake, Terence.  

Brett, Jeanne M.  
*Negotiating globally: how to negotiate deals, resolve disputes, and make decisions across cultural boundaries / Jeanne M. Brett.*  

Cray, David.  
*Making sense of managing culture / David Cray and Geoff Mallory.*  

Elashmawi, Farid.  

Harris, Philip R. (Philip Robert).  
*Managing cultural differences: leadership strategies for a new world of business / Philip R. Harris, Robert T. Moran.*  
Harris, Philip R. (Philip Robert), 1926-
Managing cultural differences / Philip R. Harris and Robert T. Moran ; Judy Soccorsy, editorial coordinator.

Jackson, T. H. (Terence Hugh)
International HRM a cross-cultural approach / Terence Jackson.

Kras, Eva S. (Eva Simonsen)
Management in two cultures bridging the gap between U.S. and Mexican managers / Eva S. Kras.

Osland, Joyce.
The adventure of working abroad : hero tales from the global frontier / Joyce Sautters Osland.

Peterson, Richard B., 1933-

Redding, S. G.
Cross-cultural management / edited by Gordon Redding and Bruce W. Stening.

Thomas, David C., (David Clinton), 1947-