

15.996 CROSS-CULTURAL LEADERSHIP
DRAFT SYLLABUS – December 1, 2005
Spring 2006 – H1

Thursdays 8:30 – 11:30am E56-270

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Course Summary

This is a collaborative research course that will examine what constitutes “effective” leadership across cultures. It is collaborative because the students are expected to provide some of the content. Students will be asked to describe aspects of leadership in particular cultures based on their research and/or personal experiences. The goal of the course is to help prepare students for business assignments outside of their native countries.

Course Assignments

- Class participation – I look for your attentive, active participation in class. Missing more than one class will jeopardize your grade.
- Contribution of class content – each week the class will focus on a different aspect of leadership. Each team of students will be responsible for expressing how that aspect is experienced in a specific geographic region. Your knowledge will reflect your research and/or your personal experience. Team presentations/notes will be posted on Sloan Space every week.
- Team assignments in this class are expected to follow the guidelines for Type 2 Collaboration. (See MIT Sloan Academic Standards)
- Cross-cultural dialogues – most weeks a pair of teams will explain how their countries/regions would handle a situation that is relevant to the current readings
- End of course paper on some aspect of leadership across cultures

Course Readings

All readings for this course will be found in the Reading Packet available from CopyTech.

Course Evaluation

This course will be graded Pass/Fail. As is true in so many things, you will get out of this course what you put into it. In order to Pass, all assignments must be completed and handed in by 4pm of the last day of class (16 March 2006) with appropriate effort.

Course Outline

9 February – Introduction and Overview

- Set the baseline. What understanding of leaders and leadership has each of us already acquired? How does that reflect our global experiences?
- Identify teams
- Team introductory presentation: geography, history, regional differences, politics, economic issues
- Brief overview of the theories and themes in this course

16 February – Interacting with People

- Universalism vs Particularism
- Individualism vs Collectivism
- Neutral vs Emotional
- Achievement vs Ascription
- Cross-cultural dialogue

Read:

- Trompenaars, Fons and Hampden-Turner, Charles. Riding the Waves of Culture: Understanding Cultural Diversity in Global Business (2nd edition). New York: McGraw-Hill, 1998, pages: 1-10, 29-37, 49-53, 68-75, 80-82, 105-111, 121-122.

23 February – Social Dimensions

- Assertiveness
- Gender Differentiation
- Uncertainty Avoidance
- Power Distance
- Cross-cultural dialogue

Read:

- Javidan, Mansour and House, Robert J. “Cultural Acumen for the Global Manager: Lessons from Project GLOBE.” Organizational Dynamics, Vol 29, No. 4, pages 289-304, Spring 2001.
- House, Robert J.; Hanges, Paul J.; Javidan, Mansour; Dorfman, Peter W. and Gupta, Vipin. Culture, Leadership, and Organizations: The GLOBE Study of 62 Societies. Thousand Oaks, California, 2004, pages: 410, 365, 622, 539.
- Schneider, Susan and Barsoux, Jean-Louis. Managing Across Cultures (2nd edition). Essex, England: Pearson Education Limited, 2003, pages 87-95.

2 March – Values and Behaviors

- Areas that you must not talk about
- Areas that you should talk about
- Things you must not do
- Things you really ought to do

Read:

- Mooij, Marieke de. Global Marketing and Advertising: Understanding Cultural Paradoxes. Thousand Oaks, California: Sage Publications, 1998, pp. 42-45, 95-125.

9 March – Orientation to Time

- Focus on past, present or future
 - Short- or long-term horizon
- Monochronic or polychronic activities
 - Rigid or fluid schedules
- Cross-cultural dialogue

Read:

- Trompenaars, Fons and Hampden-Turner, Charles. Riding the Waves of Culture: Understanding Cultural Diversity in Global Business (2nd edition). New York: McGraw-Hill, 1998, pages 123–128, 132-144, 83-86.
- Gesteland, Richard R. Cross-Cultural Business Behavior: Marketing, Negotiating and Managing across Cultures (2nd edition). Copenhagen: Copenhagen Business School Press, 2000, pages 55-62.

16 March – Leadership Effectiveness

- Leadership Traits and Styles
- Effective Leaders
- Critique of course

Read:

- Kouzes, James and Posner, Barry. The Leadership Challenge. San Francisco: Jossey-Bass, 2002 (3rd edition), pages 13 – 22.
- Goleman, Daniel. “Leadership that Gets Results.” Harvard Business Review, March-April 2000, pages 78-90.

MIT SLOAN ACADEMIC STANDARDS

As a member of the MIT Sloan academic community, the highest standards of academic behavior are expected of you. It is your responsibility to make yourself aware of the standards and adhere to them. These standards are discussed below, specifically regarding plagiarism, individual work, and team work.

This discussion of academic honesty is not exhaustive, and there may be areas that remain unclear to you. If you are unsure whether some particular course of action is proper, it is your responsibility to consult with your professor and/or teaching assistant for clarification.

When students are found to have violated academic standards, disciplinary action will result. Possible consequences include grade reduction, an F grade, a transcript notation, delay of graduation, or expulsion from MIT Sloan.

Plagiarism

Plagiarism occurs when you use another's intellectual property (words or ideas) and do not acknowledge that you have done so. Plagiarism is a very serious offense. If it is found that you have plagiarized -- deliberately or inadvertently -- you will face serious consequences, as indicated above.

The best way to avoid plagiarism is to cite your sources - both within the body of your assignment and in a bibliography of sources you used at the end of your document.

Internet Research

Materials gathered through research via the Internet must be cited in the same manner as more traditionally published material. Lack of such citation constitutes plagiarism.

These definitions were drawn from the MIT Libraries website. For more information please visit: <http://libraries.mit.edu/tutorials/general/plagiarism.html>

Individual Assignments

When you are asked to do *individual* work, you are expected to adhere to the following standards:

- Do not copy all or part of another student's work (with or without "permission").
- Do not allow another student to copy your work.
- Do not ask another person to write all or part of an assignment for you.
- Do not work together with another student in order to answer a question, or solve a problem, or write a computer program jointly.
- Do not consult or submit work (in whole or in part) that has been completed by other students in this or previous years for the same or substantially the same assignment.

- Do not use print or internet materials directly related to a case/problem set unless explicitly authorized by the instructor.
- Do not use print or internet materials without explicit quotation and/or citation.
- Do not submit the same, or similar, piece of work for two or more subjects without the explicit approval of the two or more instructors involved.

Please note that many classes will require a combination of team work and individual work. *Be sure that you follow all the guidelines for individual work when a faculty member identifies an assignment as an individual one.*

Team Assignments

When you are asked to *work in teams*, there is a broad spectrum of faculty expectations. Three general types of appropriate collaboration on team assignments are described below. The instructor will indicate in the syllabus what his/her expectations are. If there is any uncertainty, it is the student's responsibility to clarify with the professor or TA the type of team work that is expected.

Type 1 collaboration: the professor states that collaboration is allowed, but the final product must be individual. An example of this might be a problem set.

- You are allowed to discuss the assignment with other team members and work through the problems together.
- What you turn in, however, must be your own product, written in your own handwriting, or in a computer file of which you are the sole author.
- Copying another's work or electronic file is not acceptable.

Type 2 collaboration: the professor states that collaboration is encouraged but that each person's contribution to the deliverable does not have to be substantial (taking a "divide and conquer" approach). An example of this might be a brief progress report.

- Each team member is encouraged to contribute substantially to the team assignment, however, the team may choose to assign one or more team members to prepare and submit the deliverable on behalf of the team.
- Regardless of how work is shared or responsibilities are divided among individual team members, each member of the team will be held accountable for the academic integrity of the entire assignment. If, for example, one member of the team submits plagiarized work on behalf of the team, the entire team will be subject to sanctions as appropriate.
- The team may not collaborate with other students outside of the team unless the professor explicitly permits such collaboration.

Type 3 collaboration: the professor states that collaboration is expected and that each team member must contribute substantially to the deliverable. An example of this might be the FYC or the OP project.

- Each team member must make a substantial contribution to the assignment. It is not, for example, acceptable to divide the assignments amongst the team members (e.g., part of the team does the FYC and the other part does another project), though the team may divide the work of any one assignment to complete it as they deem appropriate.

- The team may not collaborate with other students outside of the team unless the professor explicitly permits such collaboration.

To repeat, if there is any question about the rules for a particular assignment the student should check with the faculty member.

Relevant Excerpts from the MIT Sloan Professional Standards

MIT Sloan's Professional Standards provide a guideline for professional behavior by students, and faculty inside the classroom. The MIT Sloan School is committed to creating an environment in which every individual can work and study in a culture of mutual respect. When making individual decisions we must keep in mind the interests of the many other stakeholders.

Consistent with the general goal of mutual respect, faculty, students, and staff are reminded to demonstrate:

- **On-time arrival to classes and presentations, with uninterrupted attendance for the duration.**

For example, those who arrive on time to an event or class and stay until it ends show courtesy to both the speaker and the audience, and avoid disrupting the session for others.

- **On-time initiation and termination of classes and presentations.**

For example, there is a 10-minute transition time period allocated between MIT Sloan class sessions. A class session or any other public meeting is expected to formally end 5 minutes before its scheduled ending time, and the following class session or meeting is expected to begin 5 minutes after its scheduled starting time. Students and faculty who observe this practice allow classrooms to be cleared in a reasonable way, facilitate traffic flow between rooms, and minimize disruptions to MIT Sloan's tightly-scheduled facilities.

- **Maintenance of a professional atmosphere. This includes, but is not limited to:**

⇒ **Using respectful comments and humor**

Be aware that once you matriculate at MIT Sloan, you'll be representing the MIT Sloan School and MIT for the rest of your life. Make a positive impact as an individual and School representative by extending respect to your MIT Sloan community colleagues and all other guests and strangers. For example, minimize misunderstanding by communicating thoughtfully and using humor carefully in a context of mutual respect with new acquaintances and strangers—and in the context of your preexisting relationships with your friends. Those who use the 'Golden Rule' (e.g., treating others as they would like to be treated themselves) as a starting point in their interactions with others will always have solid friendships and business relationships at hand.

⇒ **Utilizing computers and technology suitably (e.g., silencing wireless devices, no web-browsing or emailing)**

For example, those who switch off their cell phones before the start of class respect our academic environment by allowing uninterrupted learning to proceed. Similarly, those who turn off laptop computers before a class or meeting avoid 'multitasking' activities such as internet browsing and emailing that are unwelcome and distracting

to their neighbors. Unless specifically permitted by a faculty member, an event organizer, or a presenter, laptops should remain closed during MIT Sloan class sessions, presentations, and meetings.

⇒ **Refraining from distracting or disrespectful activities (e.g., avoiding side conversations and games)**

As with the improper use of cell phones and laptops, side conversations and game playing during meetings, events, and classes are distracting and discourteous to colleagues, guests, and presenters, reflect poorly on the MIT Sloan School—and should be avoided.

- **Courtesy towards all guests, hosts and participants in the classroom.**

MBA community members are expected to maintain decorum in interactions with members and guests of the MIT Sloan community. Such behavior should: 1)—reflect MIT Sloan Professional Standards, and; 2)—be consistent with the North American business practices. Appropriate, courteous behavior enhances MIT Sloan’s reputation and encourages others to participate in our activities, hire our students, and contribute to our School. In MIT Sloan’s environment, MBA students are expected to observe the proper dress, decorum, and etiquette that is appropriate to MIT Sloan Professional Standards and North American business customs for each setting they are in. For example, unless otherwise specified, business casual attire is the norm for the classroom.

- **Observance of the most conservative standards when one is unsure about which norms apply.**

For example, if you are unsure whether a faculty member allows the use of laptop computers in class, assume that laptops are not permitted unless/until you learn otherwise. And if you are unsure if your comments will be offensive to someone, particularly from another culture, refrain from sharing them.

These points offer specific illustrative examples to encourage broader reflection of each individual’s impact on the MIT Sloan community. For more guidance on these standards, please contact the MBA Student Affairs Office in E52-101 (253-5049), or the MIT Sloan Professional Standards Committee.

Upholding these expectations and the standards upon which they are based is a shared right and responsibility for all faculty, students and staff at the MIT Sloan School. As a learning and professional community, we seek and deserve no less.