

## **Syllabus**

**«Cross-cultural psychology of organizational behavior», Lecture materials, course structure and the syllabus are prepared by Alexander Tatarko**

### **1. Course Description**

- a. «Cross-cultural psychology of organizational behavior»
- b. The course is based on the basic knowledge of social and cross-cultural psychology. There are no requirements of specific background knowledge. The study of this discipline is based on the following disciplines: philosophy for humanitarian faculties, basic psychological courses (general psychology, social psychology, psychology of management, psychological testing, experimental psychology, mathematical methods in psychology). Also, it is necessary to know well the ethnic and cross-cultural psychology for the mastering this discipline successfully. To study this discipline, the students must possess the following knowledge and competencies: have the bachelor qualification in the field of psychology or qualification at the level of four specialties in the field of psychology. In terms of the content, the students should have a basic knowledge of high school program in philosophy, the main psychological courses (general psychology, developmental psychology, psychology of work and engineering psychology, clinical psychology, social psychology, management psychology, history of psychology, experimental psychology, and mathematical methods in psychology); be experienced in performing psychological research: conducting studies on psychological issues; experience in the writing of essays (including the essays on psychological issues); experience in the process of study design and final qualifying work on psychological issues.

- c. Course Type obligatory
- d. In Russia, similar courses are usually arranged in accordance with the western educational practice, due to this subject being taught in Russia only for the short period of time. My course focuses on the applied field. During the training we will do a number of practical tasks, tests, and discuss case-studies jointly with the students. Also, the students will be given the elements of cross-cultural training.

## **2. Learning Objectives**

1. Give an overview of the subject of cross-cultural management.
2. Introduce the students to the traditions of management in different cultures.
3. Introduce the students to the main cultural factors affecting the management in a cross-cultural perspective.
4. Develop the skills of problem-solving in the field of human resources management in international organizations

### **Learning Outcomes**

- Give the student the knowledge of theoretical foundations of cross-cultural management;
- Give the students the knowledge about interactions between corporate and national cultures;
- Give the students the knowledge about the methods of staff selection in an international company;
- Teach the students to perform a competent psychological analysis of a conflict situation and conflict interaction in multicultural teams;
- Give the students the knowledge about the features of the control group processes in multicultural teams;
- Teach the students to use the diagnostic tools used in cross-cultural management.

### **3. Course Plan**

Lecture 1: Introduction to Cross-cultural psychology of organizational behavior.

Lecture 2: Seven dimensions of cultural diversity in business and organizations.

Lecture 3: National cultures and organizational cultures.

Lecture 4: Global Manager

Lecture 5: Intercultural training

Lecture 6: Adaptation of Managers in Multinational Companies

Lecture 7: Cross-cultural business behavior

Lecture 8: Multicultural assessment, expatriates selection & testing cultural intelligence

Lecture 9: Multicultural working groups and teams

### **4. Reading List**

#### **a. Required**

1. Smith, P. B., Peterson, M. F., & Thomas, D. C. (Eds.). (2008). The handbook of cross-cultural management research. Sage.

2. Trompenaars, F., & Woolliams, P. (2004). Business across cultures. John Wiley & Sons.

#### **b. Optional**

1. Brannen M., Doz Y. From a distance and detached to up close and personal: Bridging strategic and cross-cultural perspectives in international management research and practice // Scandinavian Journal of Management – Sept. 2010 – pp. 236-247.

2. Caligiuri P., Tarique I. Dynamic cross-cultural competencies and global leadership effectiveness // Journal of World Business - Feb 2012.

3. Fischer R., Lun V. Measuring Cognition and Motivation across Cultural Groups // Handbook of Motivation and Cognition Across Cultures – 2008 – pp. 565, 567-589.

4. Gesteland, R. R. (1996). Cross-cultural business behavior: marketing, negotiating and managing across cultures. Handelshøjskolens forlag.

5. Harrison, L. & Huntington S. (2000). Culture Matters: How Values Shape Human Progress. – New York: Basic Books.

6. Hofstede G. (1991). Organizations and cultures: Software of the mind. - New-York: Mc Graw-Hill.
7. Hofstede G. (2001). Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations. – 2nd ed. Thousand Oaks: Sage Publications, Inc.
8. House, R. et al. (eds.). (2004). Culture, Leadership, and Organizations: The GLOBE Study of 62 Societies. Thousand Oaks, CA: Sage.
9. Moran, R., Harris, Ph., Moran, S. Managing Cultural Differences. - Elsevier Inc. (7th Edition). – 2011.
10. Osman-Gani A., Rockstuhl T. Cross-cultural training, expatriate self-efficacy, and adjustments to overseas assignments: An empirical investigation of managers in Asia // International Journal of Intercultural Relations - Jul 2009 – pp. 277-290.
11. Schneider S. & Barsoux J.-L. (2003). Management intercultural: 2nd ed. - Paris: Pear-son Education Ltd.
12. The Blackwell Handbook of Global Management: A Guide of managing Complexity / Ed. by H. Lane, M. Maznevski, M. Mendenhall, J. McNett. Blackwell Publishing Ltd, 2004.
13. Triandis H.C. Industrial and Organizational Psychology: Cross-cultural approach // International Encyclopedia of the Social & Behavioral Sciences – 2001 – pp. 7316-7320.
14. Trompenaars, F. (1994). Riding the waves of culture: understanding cultural diversity in business. - Chicago & London & Singapore: Irwin Professional Publishing

## 5. Grading System

Knowledge should be assessed in 10-point scale. Grades on the following forms of knowledge assessment constitute the final grade:

$G_{attendance}$  - evaluation of attendance of lectures and seminars

$G_{hw}$  - quality and presentation of the 1,2, and 3 homework.

$G_{test}$  - the grade for the final examination (in the form of test).

$G_{attendance} = 100\% \text{ presence on lectures and seminars} = 10; 70\%=7; 50\%=5; 40\%=4; 30\%=3; 20\%=2; 10\%=1; 0\%=0$

$G_{hw} = \text{mean scores of homework grades (hw1; hw2; hw3)}$

$G_{test} = 1-10$

$$G_{resulted} = 0.5 * G_{hw} + 0.2 * G_{attendance} + 0.3 * G_{test}$$

The resulting grade on a discipline is entered to a student's diploma.

The grade assigned for the final examination is not **blocking**.

### Forms of the Student's Knowledge Control

Control type	Control form	Year 1		Parameters **
		Module 3	Module 4	
Process control	Homework 1 (Week 4 of the module)	*		Make a description of a country in accordance with the measurements of cultures by Trompenaars and Hampden-Turner.
	Homework 2 (Week 4 of the module)		*	Conduct a survey in an organization using a questionnaire Trompenaars and Hampden-Turner for the study of organizational cultures in the international context
Final test			*	Knowledge of the material (the essence of the basic theories, approaches, methods, criticism), the ability to identify the core issues, the ability to logically and convincingly present the material.

### Criteria for Assessing the Knowledge and Skills

Criteria for assessment of work at workshops: knowledge of the material, the ability to report on the material, the ability to complement the answers, the ability to ask important questions and to formulate the problem, the ability to prepare and present reports, attendance rate.

Criteria for assessing a homework: the knowledge of the material, the ability to present the material and discuss it critically.

Criteria for assessment of the written homework 1: the ability to find in the literature and highlight the most important, complete and contemporary works on the subject,; the ability to structure the presentation of a topic.

Criteria for assessment of the written homework 2: the ability to explain the core of a problem clearly and to describe the problem in the organization cohesively, to interpret the results obtained by survey.

Criteria for the test assessment: the knowledge of the material, the ability to logically and convincingly present the material.

Criteria for exam assessment: the knowledge of the material (the essence of the basic theories, approaches, methods, criticism), the ability to logically and convincingly present the material.

Grades for all forms of control are assigned using a 10-point scale.

### **Criteria for Assessment of Written Homework 1**

<b>Grade</b>	<b>Criteria</b>
Excellent: 10	This grade can be assigned only if the paper fully meets all stated requirements and the highest scores on all criteria.
Excellent: 9, 8	These grades can be assigned only if the paper fully meets all claimed requirements and the high score on all criteria.
Good: 7, 6	«7» – this grade can be assigned only in case of full compliance of the paper with 3 of 4 established criteria and 1 criterion can be met partially. «6» – this grade can be assigned only in case of full compliance of the paper with 5 of 6 claimed criteria.
Satisfactory: 5, 4	«5» – this grade can be assigned only in case of full compliance of the paper with 2 of 4 established criteria and 2 criteria can be met partially.
Unsatisfactory: 3, 2, 1	The paper does not meet most stated criteria.
The work is not accepted: 0	The paper is plagiarism. Authors' contribution is less than 80% (see Regulations of Use of the Anti-Plagiarism System for the collection

	and verification of written educational paper at the State University – the Higher School of Economics (approved by the Academic Council of the State University – the Higher School of Economics (Minutes No. 56 dated March 20. 2009).
--	--

In case if Homework 1 has not been submitted in time, a grade is marked down as follows:

- 1 day later – downgrade by 1 point;
- 2 days – downgrade by 2 points;
- 3 days – downgrade by 3 points;
- 4 days – downgrade by 4 points;
- 5 days – downgrade by 5 points;
- 6 days – downgrade by 6 points;
- 7 days – downgrade by 7 points.

### **Criteria for Assessment of Homework 2**

(the ability to clearly state the essence of the problem, is structured well enough to describe the problem, the ability to discuss the proposed theories, concepts and models, a creative approach to solving the problem)

<b>Grade</b>	<b>Criteria</b>
Excellent: 10	This grade can be assigned only in case the essay fully meets all stated requirements and the highest grade on all criteria.
Excellent: 9, 8	This grade can be assigned only in case the essay fully meets all claimed requirements and high grade on all criteria.
Good: 7, 6	«7» – this grade can be assigned only in case the essay fully meets 3 stated criteria of 4, and 1 criterion (except for the creative criterion) can be met partially. «6» – this grade can be assigned only in case the essay fully meets 3 claimed criteria of 4.
Satisfactory: 5, 4	«5» – this grade can be assigned only in case the essay fully meets 2 stated criteria of 4, and 2 criteria (except for the creative criterion) can be met partially. «4» – this grade can be assigned only in case the essay fully meets 2 stated criteria of 4, and 2 criteria (except for the creative criterion) can be met partially.

Unsatisfactory: 3, 2, 1	The paper does not meet most stated criteria.
The work is not accepted: 0	The paper is plagiarism. Authors' contribution is less than 80% (see <i>Regulations of Use of the Anti-Plagiarism System</i> for the collection and verification of written educational paper at the State University – the Higher School of Economics (approved by the Academic Council of the State University – the Higher School of Economics (Minutes No. 56 dated March 20. 2009).

In case if Homework 2 has not been submitted in time a grade is marked down as follows:

- 1 day – downgrade by 1 point;
- 2 days – downgrade by 2 points;
- 3 days – downgrade by 3 points;
- 4 days – downgrade by 4 points;
- 5 days – downgrade by 5 points;
- 6 days – downgrade by 6 points;
- 7 days – downgrade by 7 points.

### **Criteria for Assessing a Test**

<b>Grade</b>	<b>Criteria</b>
Excellent: 10	This grade can be assigned only in case the reply meets all claimed requirements and the highest grade on all criteria.
Excellent: 9, 8	These grades can be assigned only in case the reply fully meets all claimed requirements and the high score on all criteria.
Good: 7, 6	«7» – this grade can be assigned only in case if the reply fully meets 4 of 5 claimed criteria и 1 (except for a test and essay) the criterion can be met partially. «6» – this grade can be assigned only in case if the reply fully meets 3 (except for a test and essay) claimed criteria.
Satisfactory: 5, 4	«5» – this grade can be assigned only the work under review fully meets 2 (except for a test and essay) claimed criteria, and 2 criteria can be met partially. «4» – this grade can be assigned only in case the work under review fully meets 2 claimed criteria.
Unsatisfactory: 3, 2, 1	The reply does not meet most established criteria.
The work is not	Test is not passed.

## **6. Guidelines for Knowledge Assessment**

Assessment tools are two homeworks and questions offered on the test.

Below is a description of homeworks.

1. As a first homework, the students are required to perform an analytical description of a business culture chosen by the student, as assessed according to F. Trompenaars and Charles Hampden-Turner.
2. As a second homework, the students are required to:
  - a) select an organization for a diagnostic study;
  - b) survey members of the organization by using evaluation techniques for the types of organizational cultures according to F. Trompenaars and Charles Hampden-Turner;
  - c) make a presentation based on the diagnosis results; the presentation to be discussed during the group discussion in the classroom.

## **7. Methods of Instruction**

The following educational technologies are used in the study process:

- lectures
- discussion and analysis of the results of the home task;
- individual education methods, which depend on the progress of each student;

Students are required to show active participation in the course by giving presentations and by handing in questions about the literature before the start of each class. The basic concepts of the course will be examined by a written exam.

## **8. Special Equipment and Software Support (if required)**

The course requires no special equipment