



COURSE SYLLABUS

Name of Institution: Mahidol University International College

Division: Business Administration Division

GENERAL INFORMATION

1. Course Code and Course Title

ICMI 332	Diversity, Cross Culture and Expatriate Management
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2. Number of Credits: 4 credits

3. Credit Hours/Semester

Lecture or Other In-class Activity Hours	Laboratory/ Field Trip/ Internship Hours	Self-Study Hours
48	0	48

4. Degree: Bachelor of Business Administration

5. Faculty Members:

Name: Asst. Prof. Supara Kapasuwan, Ph.D.

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Office Hours: 12.00-14.00 hrs. Tuesdays & Thursdays

6. Trimester: Summer Term 2022-2023

DESCRIPTION AND OBJECTIVES

1. Course Description

Theories and concepts of diversity and inclusion; surface-level diversity; generation; gender diversity; deep-level diversity; personality and values; meanings and dimensions of culture and cultural differences across the globe; analysis of similarities and differences in cultures and value systems and the impact on management practices; organizational cultures and diversity; cross-cultural communication and negotiation; management decision and control across cultures; motivation and leadership across cultures; an expatriate assignment; contemporary issues in expatriate management

2. Course Objectives

After successful completion of this course, students will be able to:

CLO 1 Explain the theories and concepts, models and frameworks relating to the diversity phenomenon

CLO 2 Identify different types of diversity issues, and distinguish between surface- and deep-level diversity that exist in the workplace

CLO 3 Identify the challenges and impact of diversity on individual, team and organizational outcomes

CLO 4 Discuss the meanings and dimensions of culture and identify cultural differences across the globe

CLO 5 Analyze similarities and differences in cultures and value systems and identify the impact on management practices, organizational cultures, cross-cultural communication and negotiation, management decision and control, motivation and leadership across cultures

CLO 6 Discuss the processes, mechanisms and contemporary issues for managing expats in international assignment

TEACHING AND EVALUATION PLANS

1. Teaching Plan

Class	Topic	Hours	CLO	Teaching Methods	Assessment
1 Mon Jun 26 Tue Jun 27	Theories and concepts of diversity and inclusion	4	CLO1	Interactive Lecture	Quiz 1
2 Wed Jun 28 Thu Jun 29	Surface-Level Diversity (generation, gender) Deep-Level Diversity (personality, values)	4	CLO2,3	Interactive Lecture Case study – When in Bogota	Quiz 1 Case discussion
3 Fri Jun 30 Mon Jul 3	Meanings and dimensions of culture and cultural differences across the globe	4	CLO2,3	Interactive Lecture	Quiz 2 In-class activities
4 Tue Jul 4 Wed Jul 5	Organizational cultures and diversity	4	CLO4	Interactive Lecture	Quiz 2 In-class activities
5 Thu Jul 6 Fri Jul 7	Cross-cultural communication and negotiation	4	CLO4	Interactive Lecture	Quiz 2 In-class activities
6* Mon Jul 10 Tue Jul 11	Students' Project	4	CLO5	Project activities	Group Project
7 Wed Jul 12 Thu Jul 13	Management decision and control across cultures	4	CLO5	Interactive Lecture	Quiz 3 Group project Final Exam

Class	Topic	Hours	CLO	Teaching Methods	Assessment
8 Fri Jul 14 Mon Jul 17	Motivation across cultures	4	CLO5	Interactive Lecture Case study – The Road to Hell	Quiz 3 Case discussion Group project Final Exam
9 Tue Jul 18 Wed Jul 19	Leadership across cultures	4	CLO5	Interactive Lecture Case study – The Road to Hell	Quiz 3 Case discussion Group project Final Exam
10 Thu Jul 20 Fri Jul 21	An Expatriate Assignment & Contemporary Issues in Expatriate Management	4	CLO6	Interactive Lecture Case study – Whom to Hire?	Case discussion Final Exam
11 Mon Jul 24 Tue Jul 25	Students' Group Project consultation	4	CLO1-5	Group project consultation	Group project
12 Wed Jul 26 Thu Jul 27	Students' Group Project Presentation	4	CLO1-5	Group Project Presentation	Group project

2. Evaluation Plan

Evaluation Methods	Expected Learning Outcomes (CLO)	Percentage
Quizzes	CLO 1-5	30%
In-class case discussion and activities	CLO 1-6	30%
Final Exam	CLO 4-6	20%
Group project	CLO 2-5	20%

3. Course Assessment

Raw Score	Grade
90 - 100	A
85 - 89	B+
80 - 84	B
75 - 79	C+
70 - 74	C
65 - 69	D+
60 - 64	D
< 60	F

TEACHING MATERIAL AND RESOURCE

Required Reference List

Luthans, F. & Doh, J.P. (2018). International Management: Culture, Strategy, and Behavior. 10th Edition, McGraw-Hill Education.

Recommended Reference List

Byrd, M. Y & Scott, C.L. (2014). Diversity in the Workforce: Current Issues and Emerging Trends. Routledge.

Harzing, A. & Pinnington, A. H. (2015) 2014. International Human Resource Management. SAGE Publications Ltd.

Hays-Thomas, R. (2017). Managing Workplace Diversity and Inclusion: A Psychological Perspective. Routledge.

COURSE POLICY

Academic Dishonesty

Academic dishonesty is prohibited at MUIC. It is a serious offense because it diminishes the quality of scholarship and makes accurate evaluation of student progress impossible. ***Please refer and adhere to the rules and regulations regarding an academic dishonesty stated in the Student Handbook (fabrication, falsification, plagiarism).***

Quiz and Exam Format

The quiz and the examination format will include multiple choice questions and/or matching questions, and short answer questions and essay format question. Students are expected to constantly review all the course materials. Students are not allowed to use any textbook or notes during the quiz and exams. There will be **NO** makeup quizzes or exam regardless of any reason.

Class Attendance/Participation

Part of your final grade will be determined by your class attendance. Attendance will be checked. Full class participation requires that you attend all classes on time and that you come well prepared to discuss assigned readings, engage thoughtfully with course content.

Lack of preparation, unprofessional conduct (e.g. sneaking out of class, non-participation, tardiness, distracting behavior, etc.) will lower your participation score. Please note that, student arriving **more than 15 minutes late** to class will be marked as **L - Late. Three Ls will be counted as one A - Absent.**

Rubrics for Assessment

CLO 1 Explain the theories and concepts, models and frameworks relating to the diversity phenomenon

Below Expectations

Students are unable to analyze the diversity phenomenon in the international markets by using theories, concepts, models and frameworks.

Meet Expectations

Students are capable to critically analyze the diversity phenomenon in the international markets by using theories, concepts, models and frameworks and they can evaluate the results.

Exceed expectations

Students are able to critically analyze the current and future diversity phenomenon in the international markets by using theories, concepts, models and frameworks, and they can evaluate the results and provide business recommendations based on their analysis.

CLO 2 Identify different types of diversity issues, and distinguish between surface- and deep-level diversity that exist in the workplace

Below Expectations

Students are unable to analyze surface- and deep-level diversity issues in the international markets.

Meet Expectations

Students are capable to critically analyze surface- and deep-level diversity issues in the international markets, and they can evaluate the results.

Exceed expectations

Students are able to critically analyze surface- and deep-level diversity issues in the international markets, and they can evaluate the results and provide business recommendations based on their analysis.

CLO 3 Identify the challenges and impact of diversity on individual, team and organizational outcomes

Below Expectations

Students are unable to analyze the challenges and impact of diversity on individual, team and organizational outcomes.

Meet Expectations

Students are capable to critically analyze the challenges and impact of diversity on individual, team and organizational outcomes, and they can evaluate the results.

Exceed expectations

Students are able to critically analyze the challenges and impact of diversity on individual, team and organizational outcomes, and they can evaluate the results and provide business recommendations based on their analysis.

CLO 4 Discuss the meanings and dimensions of culture and identify cultural differences across the globe.

Below Expectations

Students are unable to apply the frameworks of cultural dimensions to solve problems caused by cultural differences.

Meet Expectations

Students are capable to critically apply the frameworks of cultural dimensions to solve problems caused by cultural differences and predict the impact on the functions of international business.

Exceed expectations

Students are capable to critically apply the frameworks of cultural dimensions to solve problems caused by cultural differences, predict the impact on the functions of international business, and making recommendations based on the results of the framework application.

CLO 5 Analyze similarities and differences in cultures and value systems and identify the impact on management practices, organizational cultures, cross-cultural communication and negotiation, management decision and control, motivation and leadership across cultures

Below Expectations

Students are unable to apply the frameworks of cultural dimensions to analyze problems caused by cultural differences.

Meet Expectations

Students are capable to critically apply the frameworks of cultural dimensions to analyze and discuss problems caused by cultural differences and predict the impact on the management practices of international business.

Exceed expectations

Students are capable to critically apply the frameworks of cultural dimensions to analyze problems caused by cultural differences, predict the impact on the management practices of international business, and making recommendations based on the results of the framework application.

CLO 6 Discuss the processes, mechanisms and contemporary issues for managing expats in international assignment

Below Expectations

Students are unable to apply the frameworks to solve problems in managing expats in international assignment.

Meet Expectations

Students are capable to critically apply the frameworks to solve problems in managing expats in international assignment and predict the impact on the functions of international business.

Exceed expectations

Students are capable to critically apply frameworks to solve problems in managing expats in international assignment, predict the impact on the functions of international business, and making recommendations based on the results of the framework application.

APPENDIX A

Guidelines for Group Project Written Paper and Presentation

The content of the paper and presentation should consist of

1. Introduction of the chosen company from the assigned home country. What are the company's businesses (products and services)? How many countries in which the company operates? How many employees do they have? What is the organizational structure and corporate culture? etc.
2. What kinds of diversity does the company experience (surface-level diversity and deep-level diversity)? Explain. What are the company's policies towards diversity and inclusion?
3. Additional research on the news and articles from the external parties' sources (not the company's own websites or press releases) related to the company's diversity and inclusion. Discuss positive and negative issues or problems from various sources in details.
4. Analyze the current and future surface-level and deep-level diversity phenomenon and important issues/trends in the international markets and operations of the company by applying the theories or concepts learned from this course. In addition, evaluate the results of such diversity issues and provide recommendations based on the analysis.
5. What are the challenges and impact of diversity on 1) individual employees, 2) teams and 3) qualitative and quantitative performance outcomes of the company? Evaluate the results of those challenges and provide recommendations based on the analysis.
6. Discuss the national culture (based on Hofstede's cultural dimensions) of the home country where the parent company's main business operates.
7. Select one host country where the company operates which has different cultures compared with the parent company's culture (based on Hofstede's cultural dimensions, norms and values, and beliefs). Discuss the differences of the cultures between the parent company's cultures and the host country's cultures and analyze whether or not and how the parent company has to adapt to the new host-country cultures in various dimensions.
8. Discuss how the differences of cultures would likely impact the company's adjustment in terms of
 - a. organizational cultures,
 - b. cross-cultural communication,
 - c. management decision and control,
 - d. motivating employees, and
 - e. leadership practices

(limit your discussion only in the context of the company's operations in the selected country). Each topic must be integrated with and supported by your analysis of the influence of cultural dimensions to explain or discuss the approaches, practices and policies, etc.

- Written report should not exceed 5,000 words including figures, tables and references.
- Presentation should be done using colorful, creative slides covering all the major points.
- Students must submit the presentation slides to supara.kap@mahidol.edu before the deadline.

RUBRIC FOR ASSESSMENT

Term Project Paper and Presentation

1. TEAMWORK COORDINATION

	Exceeds Standard	Meets Standard	Progressing to Standard	Below Standard
Equitable Time Distribution	Equitable distribution of content and time allocation for all members.	Most team members have a fair share of time allocation for presentation.	Some members obviously have more time allocation than others.	A few members obviously have much less time allocation for presentation compared to others.
Smooth Transition, Communication	All team members show smooth transition and communication in the entire group presentation.	Most team members have smooth transition and communication between their parts and others' parts of the group presentation.	Only some team members have smooth transition and communication between their parts and others' parts of the group presentation.	Team members present their own parts without transition to the others' parts of the presentation.
Uniformity of Materials	Excellent uniformity of materials (fonts, color, formatting styles, etc.) for the entire group presentation.	Few slides show a lack of uniformity of materials.	Many slides show a lack of uniformity of materials.	The slides clearly show separate work done by individual members, showing no uniformity of materials.
Mutually Supportive in Handling Questions	All team members support each other very well in handling questions and answers.	Most team members but not all try to support peers in handling questions and answers.	A few members handle questions and answers while others do not show support.	Only few members obviously take a role in handling questions and answers while others show reluctance, negligence or no support.

2. CREATIVITY AND RISK TAKING

	Exceeds Standard	Meets Standard	Progressing to Standard	Below Standard
Approach and/or Demonstration	Excellent quality of presentation (colorful slides with useful pictures, figures, charts, etc.), providing a lot of information and catching the attention of the audience very well. Very well-designed role play and props/TV show/music/video clips/animation are used very effectively (very creative and informative).	Good presentation with pictures and some creative content delivery. Some creative role play and props/TV show/music/video clips/animation are used to tell the story quite well.	Good standard presentation with small creative content delivery Short role play/TV show/clip/animation, etc.	Simple standard presentation.
Creative Use of Audio Visual	Visual aids are readable and attractive. Graphic is clear professional looking, enhancing the method.	Use of Visual Aid related to material	use of visuals loosely related to the material.	Very limited use of visuals.
Audience Involvement	Outstanding preparation and creative activities to create audience involvement	Standard activities (Q & As) to create audience involvement.	Very limited audience involvement.	No audience involvement.

3. CONTENT

	Exceeds Standard	Meets Standard	Progressing to Standard	Below Standard
Identification of the Main Issues/Problems	Identifies & understand all of the main issues in the case study	Identifies and understand most of the main issues in the case study.	Identifies & understand some of the main issues in the case study	Identifies & understand few of the main issues in the case study
Analysis of the Issues	Insightful and thorough analysis of all the issues	Thorough analysis of most issues	Superficial analysis of all the issues	Incomplete analysis of all the issues

Links to Course Readings and Additional Research	Excellent research into the issues with clearly documented links to the class (and/or outside readings)	Good research and documented links to the material read	Limited research and documented links to any readings	Incomplete research and links to any reading. No updated information.
Organization	Important ideas and information are presented in a consistently logical sequence	Important ideas and information are identified for the audience	Irrelevant, unnecessary information detracts. Big ideas are not specifically identified.	No clear organization. Ideas do not connect with the case.

4. INDIVIDUAL PRESENTATION STYLE

	Exceeds Standard	Meets Standard	Progressing to Standard	Below Standard
Punctuality	Present and well-prepared before the scheduled presentation	Present and well-prepared at the scheduled time of presentation	Only very few minutes late for the scheduled presentation	More than a few minutes late for the scheduled presentation
Professional Dress Code	Very proper, formal and professional (shirt tucked in, proper pants (e.g. no jeans or sweat pants) or skirt, and shoes (not showing toes and heels)	Proper but still casual (shirt, pants/skirt and shoes)	Some improper shirt, pants/skirt and shoes	Shirt, pants/skirt and shoes are absolutely improper.
Voice, Body Language, Eye contact	Clear and sufficiently loud voice, very good professional body language and maintaining eye contact with the audience at all times	Clear and sufficiently loud voice, somewhat professional body language and maintaining eye contact with the audience most of the time	Thin or light voice, somewhat professional body language and maintaining eye contact with the audience infrequently	Very thin or light voice, somewhat professional body language, reading slides or notes
Delivery & Enthusiasm	Demonstrate passionate interest in the topic and engagement with class	Demonstrate interest in the topics and engagement with class	Limited Evidence of interest and engagement with the topic.	Lack of enthusiasm and interest.