



**GLOBAL ORGANIZATIONAL BEHAVIOR  
AND INTERNATIONAL HUMAN RESOURCE MANAGEMENT  
COURSE SYLLABUS – Fall 2009**

Friday, October 30 from 6:00 p.m. to 9:00 p.m.,  
Saturday, October 31 from 9:00 a.m. to 4:00 p.m.

Friday, November 13 from 6:00 p.m. to 9:00 p.m.  
Saturday, November 14 from 9:00 a.m. to 4:00 p.m.

Georgetown University Main Campus: Healy Hall, Room 103

The International Business Management Certificate Program is an intensive weekend program designed for current and potential mid-to-senior level managers who want to strengthen their skills in international business. The basic objectives of this unique program are to develop, extend, and improve the ability to plan and act strategically in an international business environment; to strengthen analytical and decision-making skills in the functional areas of international marketing and finance, multinational operations, and *human resource management*; and to become an effective global leader in the international business arena.

The International Business Management Certificate Program provides participants with the knowledge and skills to compete effectively in the ever-changing global business environment. Upon completion of the program, participants will have obtained the knowledge to assist them with the special needs of international business markets and will have developed skills to capitalize on global business opportunities in the 21<sup>st</sup> century.

Each of the courses, offered as part of the International Business Management Certificate Program, is designed to focus on strategic planning, decision-making, problem-solving, and technology management which meet the special requirements for international business leaders. Instructors have been selected from distinguished Georgetown University faculty and international business professionals.

This certificate program is designed for professionals, executives, government employees, and entrepreneurs who would like to develop or extend their international business knowledge and strategies. Participants who are assuming new roles with international responsibilities will also benefit from this program by becoming proficient in international business transactions. The program format is designed for managers who wish to pursue international business studies without interrupting their careers.

Professor's Name: Dr. Douglas M. McCabe (Ph.D., Cornell University)  
Professor of Management – The McDonough School of Business, Georgetown University; Twice Recipient, The Joseph F. LeMoine Award for Undergraduate and Graduate Teaching Excellence.

Current International Memberships and Affiliations (among others): International Association for Conflict Management; Institute for International HR, Division of the Society for Human Resource Management; International Industrial Relations Association; International Academy of Business and Public Administration Disciples; Academy of International Business; Association for Global Business; International Academy of Management and Business; International Society of Business, Economics and Ethics; and International Public Management Association for Human Resources.

Numerous appearances on ABC, NBC, CBS, and CNN analyzing corporate and organizational employee relations issues. Formerly Section Editor, International Management, *Journal of Business Ethics*.

Current Editorial Board Memberships: *Journal of Business Ethics*; *Employee Responsibilities and Rights Journal*; *Journal of Individual Employment Rights*; *Journal of Collective Negotiations*; *International Journal of Commerce and Management*; *Journal of Transnational Management*; *SAM Advanced Management Journal*; *Competitiveness Review*; *Journal of Global Business*; *Journal of Managerial Issues*; *Advances in Competitiveness Research: The Research Journal of the American Society of Competitiveness*; *Global Business and Economics Review*; *Journal of the Academy of Business Administration*; *Research in Ethical Issues in Organizations*, JAI Press; *Journal of Executive Education*; *Journal of Current Research in Global Business*; and *Journal of Global Competitiveness*.

Formerly – Member, Advisory Committee, Task Force on Law and Business Schools, American Arbitration Association, New York City and Chair, Subcommittee on Incorporation; Member, Board of Governors, Washington, D.C. Chapter, Industrial Relations Research Association; Member, Board of Directors, Washington, D.C. Chapter, Society of Professionals in Dispute Resolution; Member, Research and Resources Committee, International Personnel Management Association Assessment Council; and Sabbatical year 1998: Served as a Distinguished Research Fellow, Employment Policy Foundation, Washington, D.C.

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Course Description: This course is an intensive, substantive, and rigorous executive seminar on global organizational behavior from an international human resource management perspective. Participants evaluate the structural and cultural challenges that confront peripatetic international managers and identify the key attributes of successful executives in directing a multi-cultural workforce. The significance of corporate culture and local employee relations practices on the design and effectiveness of multinational organizations is evaluated in depth. Topics for study include the following, among others: employee voice and organizational due process; leadership and motivation across cultures; the cultural context for international management; managing international teams and group dynamics; goal setting; global negotiation and conflict resolution skills; intercultural communication; expatriation and repatriation issues; employee representation, workplace democracy, and labor relations in the domestic and international milieu; and ethical issues in global organizational behavior and international management.

#### REQUIRED READINGS:

##### Paperback:

Nancy J. Adler with Allison Gundersen. International Dimensions of Organizational Behavior. Fifth Edition. Thomson/South-Western, Copyright 2008, 395 pages. ISBN 10:0-324-36074-6.

##### Literature (Handouts in-class):

Douglas M. McCabe. “Alternative Dispute Resolution and Employee Voice in Nonunion Employment: An Ethical Analysis of Organizational Due Process Procedures and Mechanisms -- The Case of the United States.” Journal of Business Ethics, February 1997, Volume 16, No. 3, pp. 349-356.

Douglas M. McCabe (Co-Author). “Employee Voice: A Human Resource Management Perspective.” California Management Review, Spring 1992, Vol. 34, No. 3, pp. 112-123.

##### Handouts (in class):

Vignettes

Literature

Executive Simulations

## Additional Case Studies

## Additional Management Consulting Activities

The syllabus identifies most reading assignments. Others may be assigned during the course of the class. Unless otherwise specified, reading assignments should be completed *before* the day of class for which the assignment is listed. It will be assumed that you have read and *thought about* the assigned readings, so that you can contribute to the class discussion. During your reading you should ask yourself: (1) Do I understand the conceptual basis in this material? (2) What are the managerial/executive implications of this material?

**POLICY ON CLASS PARTICIPATION:** Seminar participants must come to class thoroughly prepared. Seminar participants are expected to have studied meticulously the required scheduled readings and cases prior to class since meaningful and analytical class participation is expected of *all* seminar participants. The quality of class participation will be weighed in the determination of the final grade.

The success of this class depends on seminar participants coming to class prepared to discuss the topics, concepts, theories, and applications so that informed questions can be posed and responses provided. Class contribution includes, but is not limited to:

- (1) providing recapitulations and summaries;
- (2) making observations that integrate concepts and discussions;
- (3) citing relevant personal examples;
- (4) asking key questions that lead to revealing discussions;
- (5) engaging in devil's advocacy;
- (6) disagreeing with the instructor when the difference of opinion serves as both counterpoint and a way of exploring all side of a concept, issues, or practice;
- (7) presenting one of his/her thought items to the class; and
- (8) working with others to come to a common understanding of topics -- in and out of the classroom;
- (9) offering a different and unique, but relevant insight into the issue;
- (10) moving the discussion forward with a concrete example to generate a deeper, richer appreciation of the conceptual issue; and
- (11) transcending the "I feel" syndrome, meaning your comment is embedded in some conceptual or experiential framework.

*Remember, it is the quality not the quantity of your class contribution that matters.* Seminar participants are expected to contribute to class discussions on a regular basis.

The syllabus assignments represent a graduate/executive education level of learning activity. I believe it would be irresponsible and unprofessional on my part and misleading to you personally to demand less than the level of learning outlined in this syllabus.

**POLICY ON WRITTEN WORK:** Most managers and executives suffer from information overload. Consequently, it is essential that you refine the ability to organize your thoughts, communicate them logically, and support your views with evidence. Therefore, your written work will be graded based on the following criteria.

- 1) Your writing should be organized -- the main point of your argument is evident, and there is a logic in going from A to B.
- 2) You have justified your arguments using readings and class material. Remember, you are trying to convince your audience as to the "correctness" of your position. They will be skeptical, and the burden is on you to show proof.
- 3) You have synthesized readings or discussions to create your own ideas.
- 4) You offer some implications of your analysis. Try to go beyond the obvious here, but remember solutions must be critically sound, and there are often tradeoffs involved for any prescription.

**POLICY ON CLASS ATTENDANCE:** Class attendance is required. The reason for required class attendance is that the internal workings of the course is predicated upon the combination-of-techniques teaching approach (that is, case studies, exercises, the Socratic method, and extensive and intensive class discussion). *Unexcused absences or tardiness will lead to the seminar participant's not successfully completing the course. This determination will be the sole prerogative of the instructor.*

**POLICY ON PEDAGOGY:** The seminar participant is responsible for mastering the professional body of knowledge presented in the readings, lectures, cases, class discussions, and in all the other forms of pedagogical techniques. *Your task is also to think like a global executive.* Here is a list of skills and activities that you must do: document and support your conclusions -- every statement you make must be defensible; both analyze and synthesize, and reason deductively as well as inductively -- descriptions and summaries are not enough; determine logical relationships among data and arguments -- does "b" follow from "a"?; distinguish what is relevant and significant from what is unimportant and trivial; evaluate ideas and arguments; admit and consider values that are contrary to your own; and be resourceful and active, not dependent or passive.

It is the professor's professional educational opinion that exclusive reliance on the lecture method is an improper and inefficient teaching tool, especially in an executive education program, such as business. Its overuse merely produces seminar participants who are passive. Furthermore, the lecture method per se does nothing during precious classroom time to help form potential executives and general managers and to simulate the pressurized conditions that one will be facing in international management situations.

On the other hand, all of the teaching techniques (that is, classroom discussion, management development exercises, the Socratic method, case studies, management simulations, and the lecture method), when blended together in proper amounts tends to sharpen and harden seminar participants' management and executive ability and analytical prowess. Under the combination-of-techniques approach, seminar participants will tend to exhibit care and thoroughness in research and analysis, reason clearly from available data and take into account inadequacies of data, show some creativity and imagination in considering alternatives, and express themselves in an articulate and lucid way. Perhaps because management is concerned so much with industrial jurisprudence, there should be a premium in teaching management courses on clarity of reasoning, sober judgment, and written and oral expression that eliminates ambiguity to the extent possible. In his or her professional capacity, the management professor must impart techniques which essentially involve the arts of research, clear analytical thinking, and careful articulation (both oral and written).

In Socratic method teaching, the professor asks a series of questions about the facts and reasoning of particular management decisions, and thereby probes and explores the conflicting policy values of management controversies by question after question. It is an interesting teaching approach. Seminar participants are not only involved in the sense that they engage occasionally in a give-and-take with the professor, but because intellectual possibilities are mainly indicated through questioning. The class must reason along with the professor rather than simply copying down what the professor has to say. If used judiciously, the Socratic method tends to develop technical capacity to organize masses of data and to develop clear and crisp thinking about evaluating management alternatives and balancing values.

Under the case study method, seminar participants are given a set of management materials to read -- fact situations, research data, and secondary and primary source materials -- and also a set of concrete problems to consider. Some professors (including this one) assign seminar participants in advance to roles. The professor plays the role of an activist -- commenting on the way the management arguments were presented, offering two- or three-minute digressions, and frequently stopping to summarize and synthesize the advocacies. The advantages of this method are considerable, if the method is used judiciously. Most importantly, the class gets the benefit in classroom discussion of considered seminar participant judgments.

In a typical case discussion, the instructor will ask one group of seminar participants to "open" the class by professionally presenting their interpretation of the situation and answering specific questions. These presentations will usually deal with a decision central to the case, and the rationale behind the decision. Afterwards, the discussion will be open to the rest of the class, aiming to build a complete analysis of the situation and address the general problems and issues in the case. In the open discussion, seminar participants will be called upon to critique, play devil's advocate, or present alternative options to those expressed in the opening. Clearly, prior preparation is therefore required from every seminar participant in order to thoroughly explore the case at hand. The instructor acts as a moderator of the class discussion, drawing the session to a conclusion with a summary of the points which have emerged. This approach develops a process of thinking which enhances broad perspective thinking and decision-

making capabilities. Communication skills are also refined. The emphasis in discussions is on the formulation of effective, efficient and ethical international management programs. The case method of learning is a stimulating and highly effective approach to management education. However, the process places a responsibility on all participants to ensure its success.

MANAGEMENT DEVELOPMENT VIGNETTES: Selected video case studies on pertinent issues in global organizational behavior and strategic international employee relations will be shown where appropriate.

POLICY REGARDING EMPHASIS OF THE COURSE: Since most of the seminar participants are mid-to-senior level managers who wish to pursue international business studies without interrupting their careers and who would like to develop or extend their international business practices, the emphasis of the course will be on the *practical* application of the principles of global organizational behavior and strategic international employee relations.

POLICY ON THE PROFESSOR'S EDUCATIONAL PHILOSOPHY: The purpose of the professor is to serve the seminar participant in maximizing his or her educational investment at Georgetown University. This purpose is accomplished by the professor conducting a challenging and substantive executive education course which demands exacting scholarship.

Furthermore, the seminar participant is urged to discourse with the professor before and after class and by appointment. My door is always open. Please feel free to call me at home if you need help.

NOTE WELL: I am committed to the goal of giving you the best possible executive education course offered in the country. We can achieve that goal through mutually-sustained hard work.

*Team Case Study Procedure:* When analyzing the cases in the textbook in your teams, be sure to always answer the following two critical questions: (1) What is the critical problem(s) or issue(s) in this case? (2) What are the team's professional management consulting recommendations to resolve the problem(s) or issue(s) presented in the case?

ALL PROGRAM PARTICIPANTS MUST BRING THEIR  
NAME PLATES TO THE CLASSROOM FOR EVERY CLASS SESSION.

NOTE WELL: Thus, the intellectual framework for this course is that it is an advanced seminar in global organizational behavior and strategic international employee relations. It analyses the major strategies, practices, and techniques as they relate to effective domestic and international employee relations. Our key topics will include the following (among others): cross-cultural research on employee motivation and leadership; employee voice in a domestic and international milieu; training and development of expatriates; the role of culture in international management; organizing global operations; strategic planning for international human resource management; global staffing alternatives; variables in international expatriation practices; employee participation in management in domestic firms and multinationals; ethical issues in employee relations; managing the negotiation process; complaint and grievance procedures and systems; dispute resolution techniques such as mediation and arbitration; contract negotiations; and international industrial relations.

NOTE WELL: While this syllabus accurately reflects course plans as the course begins, it is possible that changes will be made for educationally-related reasons. These changes will be the sole prerogative of the professor.

NOTE WELL: Clearly, much learning is derived from fellow seminar participants' contributions to class discussions and a failure to fully prepare for class should be construed as breaking a contract with them. Further, late arrivals and early departures are disruptive to the atmosphere we will be trying to create and should be totally avoided.

**POLICY ON WRITTEN WORK:** Most managers and executives suffer from information overload. Consequently, it is essential that you refine the ability to organize your thoughts, communicate them logically, and support your views with evidence. Therefore, your written work will be graded based on the following criteria.

- 1) Your writing should be organized -- the main point of your argument is evident, and there is a logic in going from A to B.
- 2) You have justified your arguments using readings and class material. Remember, you are trying to convince your audience as to the “correctness” of your position. They will be skeptical, and the burden is on you to show proof.
- 3) You have synthesized readings or discussions to create your own ideas.
- 4) You offer some implications of your analysis. Try to go beyond the obvious here, but remember solutions must be critically sound, and there are often tradeoffs involved for any prescription.

**NOTE WELL:** *The textbook must be brought to every class session.*

**NOTE WELL:** *No cell phones, BlackBerry devices, or other means of electronic communication are allowed during class. Furthermore, they must be turned completely off prior to entering the classroom.*

**NOTE WELL:** Late arrivals and early departures are disruptive to the atmosphere we will be creating and should be totally avoided.

## SCHEDULE OF ASSIGNMENTS

### PART I: INTRODUCTION AND OVERVIEW

A Definition of Management Consulting:

*Management consulting is an advisory service for and provided to organizations by specially trained and qualified persons who assist, in an objective and independent manner, the client organization to identify management problems, analyze such problems, recommend solutions to these problems, and help, when requested, in the implementation of solutions.*

Source: The Directory of Management Consultants,  
-- Kennedy Publications.

So... you be the top-tier domestic and international management consultant in the readings, cases, and experiential simulations that follow in the field of global organizational behavior and strategic international employee relations. Each chapter in the text includes a presentation of key concepts regarding a particular topic, and the cases and exercises that are provided will allow you to apply the conceptual perspectives to diverse situations.

#### Friday Evening and Saturday

Hand out Name Plates – Introductions; Professor’s Bio Sketch

#### Overview

Text: “Preface,” pp. v-ix.

Introductory Lecture

*Read prior to class and bring to class your organization’s Employee Handbook. Also, read prior to class and bring to class your organization’s nonunion grievance procedure if separate from the Employee Handbook.*

Chapter 1, “Culture and Management”

Chapter 2, “How Cultural Differences Affect Organizations”

### PART II: GLOBAL ORGANIZATIONAL BEHAVIOR AND STRATEGIC INTERNATIONAL EMPLOYEE RELATIONS -- SUBSTANTIVE BODY OF PROFESSIONAL KNOWLEDGE

#### Introduction: Motivating and Leading Employees Globally

In-Class Handout: “Visual Summary: The Major Managerial Theories of Leadership and Motivation”

Major Lecture: “Leadership and Motivation Across Cultures”

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*A firm grasp of the theories of motivation and leadership  
is crucial to an understanding of global organizational  
behavior and strategic international employee relations.*  
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Chapter 7, “Motivating People from Around the World: Inspiring People to Contribute”

Chapter 6, “Leading Globally”

Handout and Lecture: “The Fundamentals of Employment Legislation”

Vignette: “Avoiding Litigation Landmines”

Major Lecture: “Fundamental Principles of Employee Voice and Organizational Due Process”

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Frontispiece (Handout): Douglas M. McCabe (Co-Author). "Employee Voice: A Human Resource Management Perspective." California Management Review, Spring 1992, Vol. 34, No. 3, pp. 112-123. Douglas M. McCabe. "Alternative Dispute Resolution and Employee Voice in Nonunion Employment: An Ethical Analysis of Organizational Due Process Procedures and Mechanisms -- The Case of the United States." Journal of Business Ethics, February 1997, Vol. 16, No. 3, pp. 349-356.

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### Planning

Chapter 4, "Creating Cultural Synergy"  
 Chapter 8, "Multinational Decision Making"  
 Vignette: "How to Succeed in Business with the Japanese"  
 Executive Simulation: "Lost at Sea" or "The Amazon Adventure"

### Negotiating

Chapter 9, "Negotiating Globally"  
 Major Lecture: "Fundamental Principles of Domestic and International Business and Commercial Negotiation and Alternative Business Dispute Resolution"  
 In-Class Handouts: "Becoming a Powerful Domestic and International Business Negotiator: Planning Keys"; "Common Mistakes When Negotiating Overseas"; and "Cross-Cultural Negotiations"  
 Vignette: "Working with Japan: Negotiating"  
 In-Class Handout: "Steps in a Mediation Process"; "The Mediation Guide"; "Planning for Negotiations"; and "Needs, Priorities, Resources, Constraints Planning Tool"  
 In-Class Handout: "Personal Bargaining Inventory," Option I  
 Vignette: "Negotiating in Today's World -- Seven Principles of Negotiating"  
 Executive Simulation: "The Mexican Venture"  
 Executive Simulation: "Alpha Beta"

### Friday Evening and Saturday

Major Lecture: "Domestic and International Labor-Management Relations: Key Concepts"  
 In-Class Handout: "Labor Relations in a Global Context"  
 Vignette: "A Manager's Guide for Avoiding Wrongful Discharge"  
 Vignette: From McCabe's Video Library  
 Executive Simulation: "Southern Electric"

### Leading Human Resources

Chapter 3, "Communicating Across Cultures"  
 Chapter 5, "Managing Multicultural Teams"  
 Vignette: "Going Global: The Expatriate Experience"  
 Chapter 10, "Managing Cross-Cultural Transitions: Moving Abroad and Coming Back Home"  
 Executive Simulation: "Eurotechnologies"

### Controlling

Chapter 11, "A Portable Life: The Expatriate Spouse"  
 Chapter 12, "Global Careers: Succeeding in the 21<sup>st</sup> Century"  
 Vignette: "Working with China -- Building the Relationship: Guanxi"  
 Vignette: "Doing Business Successfully Under the Amended Foreign Corrupt Practices Act"  
 Executive Simulation: "Granite Corporation in Costa Rica"

PART III: CONCLUSION

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Topics include an analysis of the general subject of strategic ethical issues in global organizational behavior, international employee relations practices, and comparative industrial relations. Specifically, global ethical comparisons relating to employee rights, employment legislation, cross-cultural norms in relation to multinational corporations, international codes of conduct, industrial justice, employer and employee responsibilities, underlying normative issues of operating in a multinational milieu and environment, and all the other aspects of the interrelationship between ethical values and the field of international management will be analyzed.

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- Major Lecture: “Managerial, Executive, and Organizational Ethics”
- In-Class Handout: “Managerial Ethics”
- Vignette: “No Strings Attached”
- Vignette: “Beyond Borders -- Ethics in International Business”
- Vignette: “MTI Business Ethics”
- Executive Simulation: “Island Cruise”

Closing Lecture

Class Photo

Professional Certification Examination/Project – “Global Organizational Behavior and International Human Resource Management” – Required of all seminar participants – Saturday afternoon