

management problems arising from the interaction of people from different cultures in work settings.

ABOUT THE COURSE

This course integrates formal and experiential learning of the knowledge, skills and perspectives required for (a) managing effectively in culturally diverse settings, and (b) managing innovation in global companies. The focus is on intercultural management applied to the specific field of innovation in traditional industries such as cheese, wine, tourism and aircraft manufacturing. The highlight (besides free time in Paris) is the visit to the longest single-family owned chateau and vineyards in France. Here students engage in a hands-on learning experience and make a farmers lunch in the 900 year old farmhouse. Students will spend 14 days in France, starting in the south of France on the Mediterranean, then travelling to Paris, as well as attend two pre-travel Saturday sessions focused on Global Management and Innovation. Students will earn three credits for the combined formal classroom, short-term program and hands-on learning component.

Course Prerequisites:

Students will only be accepted into the course if they have submitted a satisfactory application and have met faculty expectations as evidenced during a one-on-one interview.

Course Themes

1. **Global Innovation:** Students will learn what innovation is, different ways in which companies can innovate, the contextual nature of innovation, and how return on innovation can be measured. While it is easy for students to focus on innovation in electronic consumer product industries, this course focuses on traditional industries that are heavily tied to contextual factors such as history, geography, politics, economics, and regulations. The impact of culture on innovation strategies and processes in multinational enterprises will be the focus of both trips.
2. **Effective global management:** Students will learn the theoretical model of effective global management and will then travel to France to learn firsthand what the components of the model mean and how to apply them. For example, the model claims that a strong understanding of the cultural background of a country is needed in order to effectively manage foreign operations. Students will learn about the religions, language, social structure, and political realities, social and environmental issues of the country. They will have an opportunity to tour foreign and local companies to compare work environments. They will interact with locals, testing out their own cultural skills during the service-learning component. They will see local living conditions and economic realities.
3. **Experiential learning:** Learning about cultures is different than experiencing the implications of cultural differences on the behaviors of self and others. An emphasis is placed on engaging in self reflection while being immersed in another culture. The immersion will be experienced during a one day hands-on learning experience.

Course Goals and Student Learning Objectives

Goal:

- To develop knowledge and skills needed to manage effectively in other cultural environments and/or to work effectively with people from other cultures.

Learning Objectives:

- Know concepts and frameworks applicable to analyzing cross-cultural management situations.
- Understand the impact of culture on organizational behavior and effective management practices.
- To understand the pervasive and hidden influence of culture on behavior, particularly with respect to management and management practices;

Goal

- To understand the critical role of innovation in establishing global competitive advantage, and management's role in fostering creativity and innovation at the workplace.

Learning Objectives

- Understand the key factors underlying innovative processes and systems at the workplace, and the skills and knowledge needed to transform innovation performance into enhanced competitive advantage.
- Understand contextual innovation, how industry, business model, time frame, competition, impacts what and how companies innovate.
- Understand the spectrum of innovation – in what aspects of the business can innovation take place.

Goal

- To enhance student's personal intercultural awareness and provide opportunities to practice effective intercultural behaviors.

Learning Objectives

- To become familiar with the types of situations and issues which managers often confront when working internationally;
- To appreciate the impact on personal behavior of living and working in another culture.
- Recognize the difference between understanding and effectively behaving in a cross cultural situation.
- Develop a feeling for the complexities and issues an international manager must deal with.
- To actively listen and respond to the ideas of others, and to effectively communicate one's own opinions and perspectives in case discussions and reflections.
- To effectively respond to the challenges of international travel with a group of relative strangers.

Travel

Students will participate in a 14-day trip to France. The focus of the trip will be to learn about innovation in tradition industries that are steeped in culture, specifically wine and cheese production, tourism, and aircraft manufacturing.

Course materials

- Readings package
- Self assessment instruments

Academic Requirements:

The academic requirements of the course are:

1. Cultural preparation due at 2nd pre-session
2. Enroute team case studies

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| 3. Project completion within 3 weeks of return | 10% |
| 4. Post Trip Reflection within 1 week of return | 20% |
| | 50% |
| | 20% |

Cultural Preparation:

Each student will complete a Global Competence Self Assessment as well as a cultural map of France. Guidelines will be provided at the first pre-session and the completed Cultural Preparation will be due at the 2nd pre-session. Each student will also conduct a personal interview with the instructor to discuss their motivations and objectives for the trip.

Enroute Case Studies

Students will team up in groups of 3 or 4 to conduct case analyses while on the trip. The case studies will be distributed to students at the 2nd pre-session. Students are expected to read the case and prepare their responses to questions before the group discussions on route. At the specified segments of the trip, teams will spend time on the bus discussing the issues and then the whole group will discuss their responses to the case situation. The cases provide background and context for the site visits.

Project:

Students are required to complete a research project on a topic of their choice. The topic must integrate issues of global management effectiveness, innovation and French culture. Examples of suitable topics include: innovating business models to accommodate local regulations; how value systems influence wine appellation certifications in France; ideation processes in culturally diverse teams; or the impact of traditions on expatriate behavior. The project details are provided in the attached project guidelines.

Post trip Reflection

Students will submit a 3-5 page reflection on what they learned through the trip, including the hands-on learning experience (explained below). This will focus on their effectiveness as global managers and will use the concepts covered in the pre-sessions as frameworks for their self assessment.

Hands-on learning experience

Learning about cultures is both a cognitive and emotional process. It is often too easy to focus on the cognitive and avoid the emotional by behaving like a “tourist”. The hands-on learning experience integrates students more closely with the locals, the situation, and their emotional response. Specifically students will spend one day “working” at the Montlaur Vineyards and Chateau. They will be working with the vineyard manager, learning the art of growing grapes, and with the archeologist participating in an archeological dig. In addition to the work day, they will have an afternoon with the Marquis de Montlaur discussing the family history and the work of preserving their legacy. Students will need to bring one set of clothes that can get dirty as this will involve some level of physical work outside in the vineyard and the Chateau ruins. Students will keep a journal about this experience and write a brief reflection to be included in their Post Trip Reflection paper.

Expectations about attendance, etiquette, participation

Effective intercultural experiences depend on flexibility, openness, empathy, and patience. All students are expected to display these traits while on the trip. Anyone who jeopardizes the learning, comfort or safety of others will be asked to leave the group and will receive a failing grade for the course. Since an objective of this course is to learn and practice effective intercultural behaviors students will complete peer evaluations, assessing their fellow travelers on their intercultural effectiveness. **All students are required to submit a signed Acceptance Form.**

Physical Activity During the Faculty-Led International Course/GBE

Please be aware that faculty-led international courses/GBEs are not typical classroom experiences, and students may be expected to participate in physical activities during their time abroad. Some of these activities may be quite strenuous. Students may be asked to participate in physical activities, such as walking or hiking, as a part of the experience. Students are expected to participate in physical activities as a part of the course, unless they require any modification and/or reasonable accommodation due to a disability. Documentation from the Office of Disability Services will be required in such cases.

Statement about academic integrity

This class will be conducted in full accordance with Bentley's policies about academic integrity and the Bentley Honor Code. These can be found at:

<http://www.bentley.edu/shandbook/integrity/>
[http://www.bentley.edu/shandbook/Integrity/The Bentley Honor Code.cfm](http://www.bentley.edu/shandbook/Integrity/The_Bentley_Honor_Code.cfm)

The Bentley Beliefs

This class will be conducted in full accordance with The Bentley Beliefs. Please reread the Beliefs, which can be found at <http://www.bentley.edu/shandbook/index.cfm>.

Learning Disabilities

If you have a hidden or visible disability which may require accommodations, please see me as soon as possible. If you have not already done so, please register with Stephanie Brodeur, Coordinator of Disability Services, who is responsible for coordinating accommodations and services for students with disabilities. I will make every effort to accommodate students with documented learning disabilities, as long as you inform me of your needs ahead of time. For further information on documenting a learning disability, please go to http://www.bentley.edu/counseling/disability_services.cfm.

PRESESSIONS:

I. Global Innovation:

The first pre-session focuses on innovation. In particular three frameworks will be presented. The first is the Innovation Spectrum which describes the different areas in which innovation can occur – the financial models, the business models, the product offerings and the market approach. The second is the nature of innovation, how does an organization achieve innovation? The third is global innovation, what does it mean to be innovative in a global context. While the topic of global innovation management is a full course in itself the intent here

is to provide a basic understanding of what we mean by innovation, how it happens, and the impact of globalization on innovation.

Required Readings:

- I. *Managing Innovation – by measure.* Dr. Jürgen Heuer, 2009.
- II. *Is your innovation process global?* Y. Doz, J. Santos and P.J. Williamson, 2004.

Suggested Additional Readings:

- I. *Fast, focused & fertile: The innovation evolution; a look at the changing nature of innovation* By Cheskin and Fitch.
- II. *Mapping your Innovation Strategy* by S.D. Anthony, M.Eyring, L.Gibson
- III. *Innovation: The Classic Traps* by Rosabeth Moss Kanter
- IV. *The Innovation Value Chain* by M.T.Hansen and J.Birkinshaw
- V. *European Innovation Scoreboard 2008: Summary of the situation in the 27 Member States*, refer to France in particular.

II. Effective Global Management: A conceptual framework:

Students will be provided with two models to guide their learning in this course. The first is the model of Effective Global Management which suggests that a Global Manager must have developed (1) business/technical knowledge and skills, (2) cultural knowledge and skill, and (3) situational knowledge and experience in order to take effective management action in a foreign environment. The model emphasizes the need for both knowledge and skill. The knowledge includes learning the conceptual models for the course, learning about the country, and about different companies that operate in France. The skill and experience will be provided during the trip.

The second model is MBI, a model for managing cultural diversity for personal and team effectiveness. This model suggests that effective managers must be skilled at Mapping differences between cultural orientations, Bridging the differences through preparation, de-centering and creating commonalities, and Integrating through participation and conflict resolution. This model provides students with an understanding of how to create cultural maps to understand how and why cultures differ.

In addition, the concept of culture and how it impacts organizations, particularly culturally diverse companies, will be considered. The intent here is to raise the importance of understanding self and others as culturally conditioned and learn how to manage across those cultural boundaries.

Readings:

1. American Values in the French Workplace by Claire Gouttefarde (1996).
2. Culture in International Management: Mapping the Impact by DiStefano and Maznevski.
3. Synergy From Individual Differences: Map Bridge Integrate (MBI) by Maznevski and DiStefano.
4. Global Competencies: An Introduction by Allan Bird and Joyce Osland.

Suggested Additional Readings:

- III. *Understanding Global Cultures: Metaphorical Journeys Through 28 Nations, Clusters of Nations, and Continents* by Martin Gannon, 3rd Edition (in library). In particular, Chapter

1 Understanding Cultural Metaphors, Chapter 15 French Wine, and Chapter 16 American Football.

- IV. *French or Foe: Getting the most out of visiting, living and working in France* by Polly Platt.
- V. *National Cultures and Work-Related Values: The Hofstede Study* by Herminia Ibarra, HBS 1996.
- VI. *In Paris, the Customer is not always right*; BBC News Feb 6, 2010
http://news.bbc.co.uk/2/hi/programmes/from_our_own_correspondent/8500246.stm.

GBE790 2017 Global Innovation Management in Practice: Short Term Program in France
Professor Iris Berdrow
May 20 – June 2, 2018

	Start/End	Itinerary
Sun, May 20	Leave Boston	
Mon, May 21	La Grande Motte	Arrive Montpellier Airport, 2:35pm Group Dinner, L'Estrambord
Tues, May 22	Castries	Montpellier (University, ancient city), Maguellone, Aigues Mortes Group Dinner
Wed, May 23	Castries	Roquefort, Millau, Saint-Gulheim
Thurs, May 24	Castries	Toulouse, Airbus
Fri, May 25	Castries	Avignon, Vineyard
Sat, May 26	Castries	Sommierre market, visit to Brasserie for butter making and Chocolatier Courtin for chocolate making, Chateau for discussion and student prepared picnic, Local wine Co-op, Trimble Discussion
Sun, May 27	Castries	Montlaur workday Group Dinner
Mon, May 28	Paris	Train to Paris Evening dinner cruise (vedettes de Paris)
Tues, May 29	Paris	Waters, Chateau Versailles, Group dinner
Wed, May 30	Paris	Dassault, Free Afternoon
Thurs, May 31	Paris	Free Day (optional bus tour to Loire Valley), Group dinner
Fri, June 1	Paris	Free day, free evening
Sat, June 2	Boston	Return Home

GLOBAL INNOVATION MANAGEMENT IN PRACTICE

Course Project Guidelines

This project provides students an opportunity to explore the innovation within and across cultural boundaries. The topic can be a company, an innovation, or a particular issue relative to innovation but it must be within the context of French culture or across French/American (or other countries) cultural boundaries.

Topics:

Examples of suitable topics include:

- Innovative business models that meet regulatory requirements in France and US.
- The influence of value systems on wine appellation certifications in France.
- Managing innovation in culturally diverse teams.
- the impact of cultural norms and traditions on expatriate behavior.
- Culture as evidenced through cultural artifacts such as the *wine bar* in Michelin Ladoux's dining room.
- Co-opting the customer adoption of innovation through web design.
- Innovative behaviors translated to local business norms.
- Specific companies such as Carrefour, Michelin, Total or L'Oreal
- Specific innovations such as the Millau Viaduct, the hot air balloon, or the bikini (all by French innovators)

Content:

The paper should include (but is not limited to) the following topics:

1. Overview of the company, innovation or innovation issue
 - Assessment of the scope, nature and impacts of the company's major innovations [e.g., product, process and service innovations; incremental, radical, sustaining, disruptive innovations]
 - Assessment of the value added of this specific innovation [e.g., contribution, target customer]
 - Description of the innovation issue and why it is important to consider.
2. Cultural or intercultural implications
 - Discussion of what is particularly different, important and/or relevant about your topic within the French culture or across the French/US cultural boundary.
 - What specific cultural factors make this an interesting story?
3. Research Question
 - Articulate the specific question you seek to answer.
 - What five questions will you need to answer in order to build a cohesive story?
4. Methodology
 - Brief description of the methodology you used, sources of information, data collection and analysis (if appropriate).
5. Findings: The Story
 - The core of your project is to use everything you learned through your research (intellectual and experiential) to build a story about your topic. The story, like all good stories, should have an enticing hook to attract the reader's attention, a series of connected scenes describing key components and players, and a gripping summary.
6. Lessons Learned

- Identify and discuss the lessons (both good and bad) that emerge from your research and analysis. What five lessons learned would you provide managers? What did you learn personally through this exercise?

Logistics:

- Worth 50% of course grade
- Estimated paper length: 10-15 pages double-spaced plus bibliography and footnotes/endnotes, which should be single-spaced.
- Due date: TBA (electronically)

Grading criteria for the research paper:

- ✓ The creativity and insightfulness of the project topic.
- ✓ Meeting the project objectives and criteria.
- ✓ The quality and thoroughness of the analytical work.
- ✓ The use of data or other factual material to support the analysis.
- ✓ Quality of findings and recommendations.
- ✓ The appropriate use of key concepts.
- ✓ Professionalism = organization and presentation of the material, as well as quality of the writing, including grammar and lack of typos.
- ✓ Submitting the project on time.

GLOBAL INNOVATION MANAGEMENT IN PRACTICE

Reflection Paper

Post trip Reflection

Students will submit a 3-5 page reflection on what they learned through the trip, including the hands-on work experience reflection. This will focus on their effectiveness as global managers and will use the concepts covered in the pre-sessions as frameworks for their self assessment.

The intent of this exercise is to process the experiences reflected in the daily journal entries using the self assessments and cultural frameworks developed before the trip. It is insufficient to tell what happened and how you felt, you need to explain how the experiences changed what you know, and how your personality affected your experiences.

A suggestion for the format follows but you can also be creative¹:

- A paragraph or two about the trip in general and a summary of your main experiences.
- A paragraph or two about your self assessment results and how your personality may have influenced your experiences.
- A paragraph or two about how the instructor, materials or classroom discussions changed your opinion about the course topic.
- A few paragraphs about specific events that stand out in your mind as pivotal. Include a self assessment of the thoughts and feelings these experiences caused within you.
- An explanation about how the lessons learned will change or affect the way you think, feel or act in the future. This may be in regard to the course topic, other subjects or life in general.
- New goals you have established due to what you learned.

Logistics:

- Worth 20% of course grade
- Estimated paper length: 3-5 pages single-spaced.
- Due date: TBA (electronically)

Grading criteria for the self reflection:

- ✓ Application of concepts and frameworks learned prior to the trip.
- ✓ Demonstrated insight and reflection.
- ✓ Professionalism = organization and presentation of the material, as well as quality of the writing, including grammar and lack of typos.
- ✓ Submitting the paper on time.

¹ Based on Tielle Webb, eHow Contributing Writer.