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Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.
## General Information

<table>
<thead>
<tr>
<th>Unit convenor and teaching staff</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Convenor</strong></td>
</tr>
<tr>
<td>Meena Chavan</td>
</tr>
<tr>
<td><em><a href="mailto:meena.chavan@mq.edu.au">meena.chavan@mq.edu.au</a></em></td>
</tr>
<tr>
<td>Contact via <a href="mailto:meena.chavan@mq.edu.au">meena.chavan@mq.edu.au</a></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Other Staff</th>
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<tbody>
<tr>
<td>Choon-Hwa Lim</td>
</tr>
<tr>
<td><em><a href="mailto:choon-hwa.lim@mq.edu.au">choon-hwa.lim@mq.edu.au</a></em></td>
</tr>
<tr>
<td>Contact via <a href="mailto:choon-hwa.lim@mq.edu.au">choon-hwa.lim@mq.edu.au</a></td>
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<td>By appointment</td>
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<table>
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<tr>
<th>Credit points</th>
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<table>
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<table>
<thead>
<tr>
<th>Corequisites</th>
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<table>
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<tr>
<th>Co-badged status</th>
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<table>
<thead>
<tr>
<th>Unit description</th>
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<tbody>
<tr>
<td>This unit examines the challenges to managing effectively in business environments when diverse cultures interact, both within and between firms. Particular attention is paid to managing increasingly diverse workforces in the Australian context, as well as to Australian firms that conduct business in Asia and beyond. Given the globalization of business and increasing diversity within the workplace of several industries and organisations, a cross cultural element in management education and training can no longer be just considered as a useful appendage in business education, distinctively for those who might consider venturing abroad to pursue their career. Recently more and more managers are required to work effectively across borders. They are more likely to interact with people from diverse cultures. Awareness, education and training in cross cultural business management has become a must in business education at all levels, whether it be for aspiring graduates at the start of their career or for those senior managers who wish to increase their effectiveness in their present position or their employability in the International market. The course provides a setting for understanding the implications of this increase in cultural differences and managing cross cultural and human dynamics in a multi-cultural business environment.</td>
</tr>
</tbody>
</table>
### Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at [http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/](http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/)

### Learning Outcomes

1. Explore and understand the nature and scope of cross cultural business issues.
2. Key factors which serve to differentiate business systems in various cultural and economic settings
3. Cross cultural issues in foreign market entry strategies and international strategic alliances
4. Evaluate and enhance the ability to think strategically and synthesize knowledge from other business disciplines.
5. Critical analysis skills to evaluate, synthesise and judge.
6. Communication skills for effective presentation and cultural understanding.

### Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study and Presentation</td>
<td>30%</td>
<td>Weeks 3-13</td>
</tr>
<tr>
<td>Media Report Analysis</td>
<td>30%</td>
<td>Week 5</td>
</tr>
<tr>
<td>Final Examination</td>
<td>40%</td>
<td>University Examination Period</td>
</tr>
</tbody>
</table>

### Case Study and Presentation

**Due:** **Weeks 3-13**

**Weighting:** 30%

**Assignment 1: CLASS CASE STUDY ANALYSIS PRESENTATION (Tutorial group work)**

a) 15% Group Tute presentation (10% group and 5% individual marks) 20 minutes.

b) 15% A4 page case analysis submissions (group mark) Both sides of the A4 page may be used.

10 student groups will be formed in the first tutorial. Each tutorial will have 25 students and each group will consist of 2 or 3 students. Each of these groups will be allocated a weekly case to discuss and present in class. The case allocation will be done in a draw in the first tutorial. Every student will read the case and come ready for questioning the presenting group and partaking in discussions led and monitored by the tutor. Students will be noted for their participation in class. You will not be able to ride on the backs of other team members.
Presentation marking criteria can be seen on ilearn. At the end of the tutorial each case study group will hand in their group A4 case report to the tutor.

The case analysis presentation will include the following:

A. Introduction.

B. Body. This should include the following sections: identification of major stakeholders and their problems, objective and concern, positive and negative views, analysis of alternative solutions, recommended solutions, and managerial implications.

C. Conclusion. Briefly summarise the essential complexities posed in the case and the significance of the recommended solutions and managerial implications. Marks will be allocated to each of these.

D. Referencing. The analysis of a case study is usually your own depiction of the case scenario, referencing will be minimal. If you do use some outside material to support your analysis, referencing should be in Harvard style.

<table>
<thead>
<tr>
<th>CASE STUDY/ PRESENTATION</th>
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<tbody>
<tr>
<td>TUTORIAL IN-CLASS ACTIVITY</td>
</tr>
<tr>
<td>a) GROUP CASE PRESENTATION</td>
</tr>
<tr>
<td>b) GROUP CASE ANALYSIS SUBMISSIONS EVERY WEEK (One A4 page per group, per case, per week)</td>
</tr>
</tbody>
</table>

This Assessment Task relates to the following Learning Outcomes:

- Explore and understand the nature and scope of cross cultural business issues.
- Cross cultural issues in foreign market entry strategies and international strategic alliances
- Evaluate and enhance the ability to think strategically and synthesize knowledge from other business disciplines.
- Critical analysis skills to evaluate, synthesise and judge.
- Communication skills for effective presentation and cultural understanding.

Media Report Analysis

Due: **Week 5**

Weighting: **30%**

### Assignment 2: INDIVIDUAL WRITTEN ANALYSIS OF A MEDIA REPORT

| Due Date | Week 5: Online submission deadline: Friday @ 12 noon |
Students will source a current (last 5 years) media article on a cross cultural topic area, online or from any other media source like newspapers, magazines, radio or TV, and explain and discuss elaborately how it illustrates one or more theoretical principles of cross cultural studies. News items are expected to be not more than 1,000 words, and must be included with the online assignment submission as one document. Examples of media analysis reports are available on iLearn. While scanning for relevant articles online please use the chapter topics from your text book to identify appropriate articles.

### Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
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<tbody>
<tr>
<td>Reference to theory and its application</td>
<td>6</td>
</tr>
<tr>
<td>Clear and logical statements</td>
<td>6</td>
</tr>
<tr>
<td>Reasonable and interesting, original conclusions in relation to the case and to the management of cultural diversity</td>
<td>6</td>
</tr>
<tr>
<td>Evidence of reflection, obvious investment of time and effort</td>
<td>6</td>
</tr>
<tr>
<td>Academic style, including spelling, grammar, paragraphs, layout, references</td>
<td>6</td>
</tr>
</tbody>
</table>

All assignments submitted for assessment must adhere to the following standards:

### 1. Cover Page

For each of the assignment, you must use a cover (or title) page that provides the following information:

(a) your full name and student number;

(b) contact details: email address;

(c) unit code and name;

(d) assignment number and assignment title;

(e) an exact word count if required—not a guess or approximation—of the number of words in the body of your assignment. (Use Word’s Tools menu and click on Word Count.)

### 2. Presentation of Assignments

Assignments should meet normal academic and professional standards of presentation, including:

(a) all pages, excluding the cover page, should be numbered;

(b) page margins should be at least 2.5 cm on all four edges and 1.5 line spaced;

(c) assignments should be free of typographical & grammatical errors;
(d) Times New Roman font type and font size of 12 points should be used.
(e) Harvard referencing system should be used.

3. Submission Procedure

Students are required to submit their electronic copy of assessment to Turnitin via the Internet as part of the submission process for assignment. Your assignment will then be automatically compared to work of your classmates, previous students from Macquarie and other universities, with material available on the Internet, both freely available and subscription-based electronic journals. Before submission, name your electronic file in a Word document with your surname and student number, e.g., Jones20101309. To avoid any potential plagiarism issues you or your group can submit the assignment more than once up to the due date. Please make sure that only one member of your group can submit the report to Turnitin for plagiarism check.

4. Late Submissions

No extension is provided for assignments. All assignments are mandatory and non submission of assignments will incur a fail grade.

<table>
<thead>
<tr>
<th>REPORT</th>
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<tbody>
<tr>
<td>INDIVIDUAL WRITTEN ANALYSIS OF A MEDIA ARTICLE (ONLINE SUBMISSION)</td>
</tr>
</tbody>
</table>

This Assessment Task relates to the following Learning Outcomes:

- Explore and understand the nature and scope of cross cultural business issues.
- Cross cultural issues in foreign market entry strategies and international strategic alliances
- Evaluate and enhance the ability to think strategically and synthesize knowledge from other business disciplines.
- Critical analysis skills to evaluate, synthesise and judge.

Final Examination

Due: University Examination Period
Weighting: 40%

Date:TBA University examination period
Venue:Please check out the University exams timetable
Value:40%
Length:2.5 hours plus 10 minutes reading time.

http://unitguides.mq.edu.au/unit_offerings/38473/unit_guide/print
Part A: Case study (15 marks total). A new case study which has not been attempted in class will be examined in the final exam. This case study must be analysed and the case study questions answered in an identical way to the ones that you analyse in the tutorials every week.

Part B: 5-8 Essay questions (25 marks total).

The essay questions will include:

a) One question from the videos and/or experiential exercises

b) Questions from the chapters. Essay type responses evaluating understanding of the content of lectures and tutorials.

A final examination is included as an assessment task for this unit to provide assurance that:

i) The product belongs to the student, and;

ii) The student has attained the knowledge and skills taught in the unit.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in draft form approximately eight weeks before the commencement of the examinations and in final form approximately four weeks before the commencement of the examinations. http://www.timetables.mq.edu.au/exam

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available at http://www.reg.mq.edu.au/Forms/APSCon.pdf

If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period.

The Macquarie university examination policy details the principles and conduct of examinations at the University. The policy is available at: http://www.mq.edu.au/policy/docs/examination/policy.html

This Assessment Task relates to the following Learning Outcomes:

- Explore and understand the nature and scope of cross cultural business issues.
- Key factors which serve to differentiate business systems in various cultural and economic settings
- Cross cultural issues in foreign market entry strategies and international strategic alliances
- Evaluate and enhance the ability to think strategically and synthesize knowledge from other business disciplines.
- Critical analysis skills to evaluate, synthesise and judge.
Delivery and Resources

Classes
Number and length of classes: 3 hours face-to-face teaching per week, consisting of 1 x 2 hour lecture and 1 x 1 hour tutorial.

The timetable for classes can be found on the University web site at: http://www.timetables.mq.edu.au/

*Tutorial changes can ONLY be made through e-student. Students wishing to change tutorial times should log onto e-student and enrol in a class where there is a vacancy. All questions of an administrative nature in respect of tutorial allocation should be addressed to the Teaching Administrator, in Bldg E4A level 6.*

Absences in lectures and tutorials

Attendance will be taken in the tutorials and lectures. You must attend all tutorials and lectures. Medical certificates must be provided if you are not able to attend a class without incurring a penalty. *Please read the full policy located at: http://www.mq.edu.au/policy/docs/special_consideration/policy.html*

The application for exemption form is available at: http://www.reg.mq.edu.au/Forms/APScons.pdf

Students are expected to arrive on time, and not to leave until the class ends.

If you have a recurring problem that makes you late, or forces you to leave early, have the courtesy to discuss this with your lecturer/tutor, this will not be allowed as it interrupts the class.

Students must be quiet during classes, unless of course when class participation is required. Mobile phone must be turned OFF and not simply set to ‘silent’.

Students who disturb or disrupt in lectures and tutorials will be asked to leave.

Prizes

Prizes for this unit (if applicable). http://www.businessandeconomics.mq.edu.au/undergraduate_degrees/prizes_scholarships

Required and Recommended Texts and/or Materials

**TEXT:**

Elizabeth Christopher & Helen Deresky, 2nd edition, 2012: International Management: (Pearson Education Australia)

ISBN9781442539679

ISBN10 1442539674

Obtainable from Macquarie University Coop Bookshop (macq_byr@coop-bookshop.com.au)

Students should have their own copy of this text. There are some copies on the library shelves and in library reserve. Lectures support and add to the textbook but cannot replace it. It is a
standard work of reference on cross cultural management, specifically addressed to the Australasian market.

Classroom sessions are backed up online with lecture notes, case studies, articles and discussion points on the major topics above that make up the unit content.

**Teachnology Used and Required**

Students are required to use information technology in this unit.

Students will need to use:

- Library databases to source materials for the research reports, which are accessed electronically for conducting research for assignments;
- Electronic (internet) access to ilearn to download unit learning resources and upload assignments or other materials required for class activities and assignments;
- Microsoft word and Power point (where applicable) for the research reports and presentations).

You can check that your computer’s software and hardware are compatibility with Macquarie University standard requirements at: [https://learn.mq.edu.au/webct/RelativeResourceManager/25994001/Public%20Files/uw/softw](https://learn.mq.edu.au/webct/RelativeResourceManager/25994001/Public%20Files/uw/softw)

**Unit Web Page**

Course material is available on the learning management system (ilearn)

The web page for this unit can be found at: [https://ilearn.mq.edu.au/login/MQ/](https://ilearn.mq.edu.au/login/MQ/)

**Learning and Teaching Activities**

This unit will be taught via the participant-centered and experiential learning method of teaching. “Experiential learning takes place when a person is involved in an activity, then looks back and evaluates it, determines what was useful or important to remember and uses this information to perform another activity” (John Dewey, 1938). Face-to-face lectures would comprise of seminars of two hours’ duration. Students will partake in lectures, discussions, cases, video cases and experiential exercises in class. Students are advised to attend all lectures and tutorials and participate in case discussions, missing classes and not participating in case discussions will affect grades.

Case studies will be the extensively used. Case analyses are intended to be analytical critiques on some central issues of the case being discussed. As this is a discussion-oriented class, students will read all of the case studies indicated on the course schedule and come prepared to discuss and defend themselves in the tutorials. Every student is expected to participate. In your case analyses, please refrain from writing a summary of the case or repackaging the information already provided in the case. Based on the information provided in the case, be analytically judgmental, propose alternative managerial views and action plans, and discuss the relevance and appropriateness of the frameworks proposed in the readings and lectures to the case. In short, write what you think of the situation in the case and not merely repeat what the author
The course teaches several models for cultural analysis of case studies. Some examples are: Hofstede, Trompenaars, and Edward Hall. These models are to be used for case analysis, group case study assignments and media article analysis.

This unit is presented through the following learning media:

- Thirteen weekly classroom lectures combined with small group tutorial discussions, case studies, in lecture experiential exercise and videos.
- Students must attend at least 80% of the classes (lectures and tutorials)
- Lectures are supported online on ilearn: http://ilearn.mq.edu.au
- Lecture notes, assignment details, assessment methods, case studies, reading and reference materials and a sample exam paper are posted on ilearn.
- Tutorial activity: Every week one student group will discuss, analyse and present a relevant case study in the tutorial. The weightage of this presentation is 15%. Each group only presents once.
- At the end of the presentation, tutors will lead a discussion of the case after which each study group will write up an A4 page analysis of the case and submit this to the tutor before leaving the tutorial. These A4 submissions will be marked and returned in the following tutorials, and will carry a total weightage of 15%.
- All students will upload a research report that analyses a media article on cross cultural issues in week 5, which carries a weightage of 30%.
- The total assignment weightage is 60% and the final exam will be 40%.

**Unit Schedule**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>LECTURE TOPIC</th>
<th>TUTORIAL ACTIVITY</th>
<th>CHAPTERS &amp; VIDEOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to the unit Assessing the environment: political, social, economic, legal and technological</td>
<td>Please read the case study&quot;Hollywood and the Rise of Cultural Protectionism&quot; for the first tutorial class next week. This case is on iLEARN.</td>
<td>Chapter 1 Video: TBA NO TUTE IN THE FIRST WEEK</td>
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</tbody>
</table>

http://unitguides.mq.edu.au/unit_offerings/38473/unit_guide/print
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Case Study/Exercise</th>
<th>Chapter</th>
<th>Video</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>International social responsibility: the ethics of interdependence</td>
<td>Form case study groups and pick a case study in the draw</td>
<td>Chapter 2</td>
<td>TBA</td>
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<tr>
<td></td>
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<td>Sample case study will be discussed: “Hollywood and the</td>
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<td></td>
<td></td>
<td>Rise of Cultural Protectionism”</td>
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<tr>
<td>3</td>
<td>Understanding the role of culture</td>
<td>Case study: Siemens</td>
<td>Chapter 3</td>
<td>TBA</td>
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<tr>
<td>4</td>
<td>Communicating across cultures</td>
<td>Case study: MTV Networks</td>
<td>Chapter 4</td>
<td>TBA</td>
</tr>
<tr>
<td>5</td>
<td>Cross cultural negotiations and decisions</td>
<td>Case Study: eBay</td>
<td>Chapter 5</td>
<td>TBA</td>
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<tr>
<td></td>
<td></td>
<td>Media analysis report due. Online submission deadline:</td>
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<td></td>
<td>Friday @ 12 noon</td>
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<td>Experiential exercises: Predatory competition and</td>
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<td></td>
<td></td>
<td>International bribery (available on iLearn)</td>
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<tr>
<td>6</td>
<td>Strategic planning</td>
<td>Case study: Alibaba</td>
<td>Chapter 6</td>
<td>TBA</td>
</tr>
<tr>
<td>7</td>
<td>Structures and controls for overseas expansion</td>
<td>Case study: Nokia</td>
<td>Chapter 7</td>
<td>TBA</td>
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<td></td>
<td></td>
<td>Experiential exercises: Moonbeam and Apple-Orange</td>
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<tr>
<td></td>
<td></td>
<td>(available on iLearn)</td>
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<tr>
<td>MID</td>
<td>SESSION</td>
<td>BREAK</td>
<td>Chapter 8</td>
<td>TBA</td>
</tr>
<tr>
<td>8</td>
<td>Business relationships</td>
<td>Case study: ABB</td>
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</table>
### Learning and Teaching Activities

#### Lectures
Lectures are oral presentations intended to present information or teach people about a particular subject. Lectures can be delivered online or through a variety of media.

#### Tutorials
Tutorials are classes in which a tutor facilitates interactive learning with a small group of students.

#### Case studies
Case studies provide students with an opportunity to apply their knowledge to real or simulated scenarios in individual or group situations. They are aimed at developing critical thinking, analytic and problem solving skills.

#### Readings
Students are provided with reading lists of textbooks, journals, websites and other relevant reading materials related to the unit. Students will be required to critically read in order to further develop concepts and ideas referred to in the unit. Reading materials may also be used in tutorials and assessment tasks.

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
<th>Case study</th>
<th>Chapter</th>
<th>Video</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>International patterns of employment</td>
<td>Chrysler-Fiat</td>
<td>Chapter 9</td>
<td>TBA</td>
</tr>
<tr>
<td></td>
<td>The roles of women and minorities in international business: discrimination and prejudice in industry and government</td>
<td>Google</td>
<td>Chapter 10</td>
<td>TBA</td>
</tr>
<tr>
<td>11</td>
<td>Motivation and leading</td>
<td>Red Cross</td>
<td>Chapter 11</td>
<td>TBA</td>
</tr>
<tr>
<td>12</td>
<td>Activity</td>
<td>Ratan Tata</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Unit review, and exam preparation</td>
<td></td>
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</tbody>
</table>

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**Unit guide** BBA 340 Cross Cultural Management

[http://unitguides.mq.edu.au/unit_offerings/38473/unit_guide/print](http://unitguides.mq.edu.au/unit_offerings/38473/unit_guide/print)
Discussion forum
Students use discussion forums for both formative and summative assessment, as well as general discussion and support. Within a unit, students may be required to submit responses to a given piece of work, and/or to lead and participate in a set discussion forum topic which will count towards their overall grade/mark. They may also use the forum to request information or support.

Lecturer support/tutor support
Students have access to a lecturer or tutor for one-on-one assistance/consultation when they have particular queries relating to unit content. This consultation may be in the form of a face-to-face meeting, phone call, chat session or via a discussion forum.

Policies and Procedures
Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy  http://www.mq.edu.au/policy/docs/academic_honesty/policy.html
Special Consideration Policy  http://www.mq.edu.au/policy/docs/special_consideration/policy.html

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Academic Honesty
The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

• all academic work claimed as original is the work of the author making the claim
• all academic collaborations are acknowledged
• academic work is not falsified in any way
• when the ideas of others are used, these ideas are acknowledged appropriately.

Further information on the academic honesty can be found in the Macquarie University Academic Honesty Policy at http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

Grades
Macquarie University uses the following grades in coursework units of study:

• HD - High Distinction
Grade descriptors and other information concerning grading are contained in the Macquarie University Grading Policy which is available at:


Grading Appeals and Final Examination Script Viewing
If, at the conclusion of the unit, you have performed below expectations, and are considering lodging an appeal of grade and/or viewing your final exam script please refer to the following website which provides information about these processes and the cut off dates in the first instance. Please read the instructions provided concerning what constitutes a valid grounds for appeal before appealing your grade.

http://www.businessandeconomics.mq.edu.au/new_and_current_students/undergraduate_current_students/how_do_i/grade_appeals/

Special Consideration Policy
The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. A special consideration policy exists to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. The policy is available at:

http://www.mq.edu.au/policy/docs/special_consideration/policy.html

Student Support
Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: http://students.mq.edu.au/support/.

UniWISE provides:

• Online learning resources and academic skills workshops http://www.mq.edu.au/learning_skills/
• Personal assistance with your learning & study related questions.
• The Learning Help Desk is located in the Library foyer (level 2).
• Online and on-campus orientation events run by Mentors@Macquarie.

Student Enquiry Service
Details of these services can be accessed at http://www.student.mq.edu.au/ses/.
Equity Support
Students with a disability are encouraged to contact the Disability Support Unit who can provide appropriate help with any issues that arise during their studies.

IT Help
If you wish to receive IT help, we would be glad to assist you at http://informatics.mq.edu.au/help.
When using the university’s IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students and it outlines what can be done.

Graduate Capabilities
Engaged and Ethical Local and Global citizens
As local citizens our graduates will be aware of indigenous perspectives and of the nation’s historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes
- Explore and understand the nature and scope of cross cultural business issues.
- Cross cultural issues in foreign market entry strategies and international strategic alliances
- Evaluate and enhance the ability to think strategically and synthesize knowledge from other business disciplines.
- Communication skills for effective presentation and cultural understanding.

Assessment task
- Media Report Analysis

Discipline Specific Knowledge and Skills
Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.
This graduate capability is supported by:

**Learning outcomes**

- Explore and understand the nature and scope of cross cultural business issues.
- Key factors which serve to differentiate business systems in various cultural and economic settings
- Cross cultural issues in foreign market entry strategies and international strategic alliances

**Assessment tasks**

- Case Study and Presentation
- Media Report Analysis
- Final Examination

**Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

**Learning outcomes**

- Explore and understand the nature and scope of cross cultural business issues.
- Key factors which serve to differentiate business systems in various cultural and economic settings
- Cross cultural issues in foreign market entry strategies and international strategic alliances
- Evaluate and enhance the ability to think strategically and synthesize knowledge from other business disciplines.
- Critical analysis skills to evaluate, synthesise and judge.

**Assessment tasks**

- Case Study and Presentation
- Media Report Analysis
- Final Examination
Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

**Learning outcomes**

- Key factors which serve to differentiate business systems in various cultural and economic settings
- Cross cultural issues in foreign market entry strategies and international strategic alliances
- Evaluate and enhance the ability to think strategically and synthesize knowledge from other business disciplines.

**Assessment tasks**

- Case Study and Presentation
- Media Report Analysis
- Final Examination

**Research and Practice**

This unit gives you opportunities to conduct your own research and gives you practice in applying research findings in your assessments.

This unit uses research from external sources, namely academic journals and books to support your learning of cross cultural concepts and theories.