



# BBA 340

## Cross Cultural Management

S1 Day 2014

*Dept of Marketing and Management*

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## General Information

Unit convenor and teaching staff

Other Lecturer

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Unit Convenor

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Credit points

3

Prerequisites

42cp

Corequisites

Co-badged status

Unit description

This unit examines new and emerging developments and challenges that international managers are currently facing and are likely to face in the coming years while managing across borders, where people from diverse cultures interact, both within and between firms. Given that changes in the global business environment continue unabated, particular attention is paid to managing the increasingly diverse workforce in the Australian context, as well as in the context of Australian firms that conduct business in Asia and beyond. The unit provides a setting for understanding the implications of this diversity on the management of cross-cultural dynamics in a multi-cultural business environment. The unit equips students with knowledge of mandatory policy requirements when managing a diverse workplace in order to avoid expensive law suits and punitive damages.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Become aware of the diversity of cultures and its implication as they relate to business management and demonstrate a consciousness of the intricacy of operating in the global market.

Present a range of culture-based perspective concerning the need for social responsibility and ethical behaviour in multinational enterprises.

Develop critical thinking ability and problem solving skills through experiential learning activities and case studies.

Identify major cultural characteristics, including communication styles that characterise regions, nations, communities, organisations, groups and individuals.

Describe major cultural differences in views on strategy for international alliances, including controls, labour relations and management and a range of culture-based tactics for international negotiation.

Present arguments for adopting particular leadership styles globally in given situations, and for varying motivational techniques depending on circumstances.

## Assessment Tasks

Name	Weighting	Due
<u>ASSIGNMENT 1: Case Study</u>	30%	Weeks 3-12
<u>ASSIGNMENT 2: Media Report</u>	30%	Week5: 4th April 2014 @ 5pm
<u>FINAL EXAMINATION</u>	40%	University Examination Period

### ASSIGNMENT 1: Case Study

Due: **Weeks 3-12**

Weighting: **30%**

**Description: ONE case study analysis report and presentation, and TEN weekly quiz (IN TUTORIAL CLASSES)**

a) GROUP CASE ANALYSIS REPORT

15% group mark

b) GROUP PRESENTATION

10% individual mark

c) INDIVIDUAL QUIZ

5% individual mark

- a) Group Case Analysis Report - 2-4 pages (please refer to the detailed requirements below)
- b) Group Tutorial Presentation - 35 minutes (including 20-25 minutes presentation and 10-15 minutes questions/discussions)
- c) Weekly Quiz based on the week's case study - 5 to 10 minutes

Ten 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, analyse 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 the quiz, 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.

Before presenting the case, the presenting group will hand in their group case analysis report to the tutor. At the end of the tutorial, each student needs to hand in the completed quiz to the tutor.

**The case analysis report should 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 posted 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.

### Formatting requirements:

- The body of the case study analysis report should be no less than 3 (A4) and no more than 4 (A4) pages including references.
- Page margins should be 2.54 cm (default margin settings) on all four edges.
- Times New Roman font type and font size of 12 points should be used.
- Double spacing is recommended.

### Note:

No extensions will be granted. Students who have not submitted the task prior to the deadline will be awarded a mark of '0' for the task, except for cases in which an application for special consideration is made and approved.

On successful completion you will be able to:

- Become aware of the diversity of cultures and its implication as they relate to business management and demonstrate a consciousness of the intricacy of operating in the global market.
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- Develop critical thinking ability and problem solving skills through experiential learning activities and case studies.
- Identify major cultural characteristics, including communication styles that characterise regions, nations, communities, organisations, groups and individuals.
- Describe major cultural differences in views on strategy for international alliances, including controls, labour relations and management and a range of culture-based tactics for international negotiation.
- Present arguments for adopting particular leadership styles globally in given situations, and for varying motivational techniques depending on circumstances.

## ASSIGNMENT 2: Media Report

Due: **Week5: 4th April 2014 @ 5pm**

Weighting: **30%**

### Description: Individual written analysis of a media article

The required length of the report is 1500 words +/- 10% excluding the cover page and reference list. Students will source a media article from the past TWO years on a cross cultural topic, online or from any other media source like newspapers, magazines, radio or TV, and explain, discuss and critique how the article 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. 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.

**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 ID number;
- b) Contact details: email address;
- c) Your tutor's full name;
- d) Your tutorial day and time;
- e) Unit code and name;
- f) Assignment number and assignment title;
- g) An exact word count 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 2.54 cm (default margin settings) on all four edges and double spaced;
- c) Times New Roman font type and font size of 12 points should be used;
- d) Assignments should be free of typographical and grammatical errors;
- 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.

#### **IMPORTANT NOTE:**

Before submission, name your electronic file in a Word document with the correct file name, that is, your TUTOR'S SURNAME first then YOUR SURNAME, then your student ID WITH ONLY AN UNDERSCORE FOR SPACING, e.g., WHITE\_JONES\_20141234. To avoid any potential plagiarism issues you or your group can submit the assignment more than once up to the due

date.

#### **4. Late Submissions**

No extensions will be granted. Students who have not submitted the task prior to the deadline will be awarded a mark of '0' for the task, except for cases in which an application for special consideration is made and approved.

**Marking rubrics can be seen on iLearn.**

On successful completion you will be able to:

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## **FINAL EXAMINATION**

Due: **University Examination Period**

Weighting: **40%**

**Length:** 2.5h plus 15 minutes reading time

**Final examination format:**

### **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**

Five out of 7 Essay questions (5 marks each and 25 marks in total). The essay questions will include:

- a) One question from the videos and/or experiential exercises, and
- b) Questions from the chapters.

Essay type responses evaluate understanding of the content of lectures and tutorials.

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

- a)The product belongs to the student, and
- b)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.exams.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://mq.edu.au/policy/docs/special\\_consideration/procedure.html](http://mq.edu.au/policy/docs/special_consideration/procedure.html)

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>

On successful completion you will be able to:

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## **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](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.businessandconomics.mq.edu.au/undergraduate\\_degrees/prizes\\_scholarships](http://www.businessandconomics.mq.edu.au/undergraduate_degrees/prizes_scholarships)

## **REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS**

### **Prescribed Text**

Elizabeth Christopher & Helen Deresky, 2nd edition, 2012: International Management -Managing Cultural Diversity. Published by Pearson Education Australia. ISBN: 9781442539679

Obtainable from Macquarie University Coop Bookshop ([macq\\_byr@coop-bookshop.com.au](mailto: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.

### **Recommended Texts**

Jean-Francois Chanlat, Eduardo Davel & Jean-Pierre Dupuis, 2013: Cross-Cultural Management - Culture and Management across the World. Published by Routledge.

Marie-Joelle Browaey & Roger Price, 2nd edition, 2011: Understanding Cross-Cultural Management. Published by Pearson.

Taran Patel, 2008: Cross-cultural Management – A Transactional Approach. Published by Routledge.

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.

## **Supplementary research resources**

Official website of Geert Hofstede? <http://www.geert-hofstede.com/>

Global edge Global business resources? <http://globaledge.msu.edu/>

Country profile? <http://www.kwintessential.co.uk/resources/country-profiles.html>

Virtual Library on International Development? <http://www2.etown.edu/vl/intldev.html>

The World Index of Chambers of Commerce & Industry? <http://www.worldchambers.com/>

The United Nations? <http://www.un.org/>

## **TECHNOLOGY 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).

### **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/>

## **LEARNING AND TEACHING ACTIVITIES**

This unit will be taught via the participant-centred 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, cases, video cases, and discussions/ activities (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 says. 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 activities 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. Each group only presents once. The weightage of this presentation is 10%.
- Every presenting group will hand in a 3-page case analysis to the tutor. The weightage of this submission is 15%.
- At the end of the presentation, tutors will lead a discussion of the case. Every student needs complete a short quiz based on the case study of that week. The weightage of the weekly quizzes is 5%.
- All students will upload a research report that critiques and 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%.

## CHANGES SINCE THE LAST OFFERING OF THIS UNIT

There are some minor changes made to the unit structure since the last offering. Substantial changes have been made to case study materials.

## Unit Schedule

**Please Note: the week-by-week lecture content and/or tutorial activities below are subject to changes by the unit convenor if required.**

WEEK	LECTURE TOPIC	TUTORIAL ACTIVITY	CHAPTERS & VIDEOS
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Week1	Introduction to the unit  Assessing the environment: political, social, economic, legal and technological	Please read the case study "Hollywood and the Rise of Cultural Protectionism" for the first tutorial class next week. This case is on iLearn.  <b>NO TUTORIAL IN THE FIRST WEEK</b>	Chapter 1  Video
Week2	International social responsibility: the ethics of interdependence	Overview of subject and assignments  Getting to know each other, form case study groups and pick a case study in the draw  Sample case study will be discussed: "Hollywood and the Rise of Cultural Protectionism"	Chapter 2  Video
Week3	Understanding the role of culture	Case study: Nokia	Chapter 3  Video
Week4	Communicating across cultures	Case study: MTV Networks	Chapter 4  Video
Week5	Cross cultural negotiations and decisions	Case study: Google  <b>Assignment 2 (media analysis report) due. Online submission deadline: 4th April 2014 (Friday) @ 5pm</b>	Chapter 5  Video
Week6	Strategic planning	Case study: Alibaba	Chapter 6  Video
<b>MID</b>	<b>SEMESTER</b>	<b>BREAK</b>	
Week7	Structures and controls for overseas expansion	Case study: Walmart  Assignment 2 feedback	Chapter 7  Video
Week8	Business relationships	Case study: Microsoft	Chapter 8  Video
Week9	International patterns of employment	Case study: Chrysler-Fiat	Chapter 9  Video
Week10	The roles of women and minorities in international business: discrimination and prejudice in industry and government	Case study: Petrocom Finland	Chapter 10  Video
Week11	Motivation and leading	Case study: Indra Nooyi	Chapter 11  Video
Week12	Guest lecture and/or movie	Case study: Red Cross	Video
Week13	Unit reivew and exam preparation	Exam review and preparation	Review

## 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://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

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

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <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.

## Graduate Capabilities

### 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

- Become aware of the diversity of cultures and its implication as they relate to business management and demonstrate a consciousness of the intricacy of operating in the global market.
- Present a range of culture-based perspective concerning the need for social responsibility and ethical behaviour in multinational enterprises.
- Identify major cultural characteristics, including communication styles that characterise regions, nations, communities, organisations, groups and individuals.
- Describe major cultural differences in views on strategy for international alliances, including controls, labour relations and management and a range of culture-based tactics for international negotiation.
- Present arguments for adopting particular leadership styles globally in given situations, and for varying motivational techniques depending on circumstances.

### Assessment tasks

- ASSIGNMENT 1: Case Study
- ASSIGNMENT 2: Media Report
- 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

- Become aware of the diversity of cultures and its implication as they relate to business management and demonstrate a consciousness of the intricacy of operating in the global market.
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### Assessment tasks

- ASSIGNMENT 1: Case Study
- ASSIGNMENT 2: Media Report
- FINAL EXAMINATION

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## Learning outcomes

- Develop critical thinking ability and problem solving skills through experiential learning activities and case studies.
- Describe major cultural differences in views on strategy for international alliances, including controls, labour relations and management and a range of culture-based tactics for international negotiation.
- Present arguments for adopting particular leadership styles globally in given situations, and for varying motivational techniques depending on circumstances.

## Assessment tasks

- ASSIGNMENT 1: Case Study
- ASSIGNMENT 2: Media Report
- FINAL EXAMINATION

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## Learning outcomes

- Present a range of culture-based perspective concerning the need for social responsibility and ethical behaviour in multinational enterprises.
- Identify major cultural characteristics, including communication styles that characterise regions, nations, communities, organisations, groups and individuals.
- Present arguments for adopting particular leadership styles globally in given situations, and for varying motivational techniques depending on circumstances.

## Assessment tasks

- ASSIGNMENT 1: Case Study
- ASSIGNMENT 2: Media Report

## Research and Practice

The unit uses research from several external sources namely academic journals listed below, to support your learning of cross cultural concepts and theories:

- Journal of International Management



- International Journal of Cross Cultural Management
- Journal of International Business Studies
- International Business Review
- Management International Review

A list of research articles from these sources will be posted on iLearn, which will allow students to keep up-to-date with current trends in cross cultural management and considerably expand their knowledge of this subject.

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

## Changes since First Published

Date	Description
08/03/2014	Minor change in unit schedule.