



BUS 854

Leading and Managing in Culturally Diverse Environments

S2 Evening 2014

Dept of Marketing and Management

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General Information

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Lecturer

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E4A Room 253

Friday 4-5 pm

Meena Chavan

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Credit points

4

Prerequisites

4cp at 800 level and ((BUS651 or MKTG696) or (admission to MIntRel or admission to MCom or MIntBus or MEc or MActPrac prior to 2011))

Corequisites

Co-badged status

Unit description

To succeed in a globalised business environment, it is imperative for managers to understand contemporary approaches to leading and managing in culturally diverse environments and explore strategies and tactics for managing international assignments and teams. Core objectives of this unit are to enhance multicultural competence skills and impart an understanding of how cultural diversity affects managerial behaviour and processes which is highly valued by future employers. The unit utilises a range of assessments such as simulations, experiential exercises, forums, reflective tasks, case studies, presentations and group activities in order to synthesise students' understanding of cross-cultural theories and their ability to apply their learning.

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:

Interpret and analyse 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

Appraise the multicultural 'big picture' in which global trade and government forces operate, and summarise the major culture-based challenges faced by international managers (political, social, legal, economic and technological)

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

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

Classify, characterize and critique particular leadership styles globally in given situations, and for varying motivational techniques depending on circumstances

Assessment Tasks

Name	Weighting	Due
<u>1. CASE STUDY</u>	20%	Week 2 - Week 13
<u>2. REPORT</u>	20%	20th October 2014@ 5pm.
<u>3. CLASS PARTICIPATION</u>	20%	Week 2 - Week 13
<u>4. FINAL EXAM</u>	40%	Week 14

1. CASE STUDY

Due: **Week 2 - Week 13**

Weighting: **20%**

Weekly (Case Analysis) (group work) & Presentation (individual work)

Time: 30 minutes

Submission : In class

Estimated student workload: 10 hours

Marking Criteria: Please see rubrics on iLearn

Length of case study analysis: Not specified as each case has differing requirements.

Extensions - Extensions will only be granted in exceptional circumstances and subject to prior negotiation, or if an application for special consideration is has been made and approved.

Penalties - Late submissions will result in a Fail grade for the unit, unless an extension has been

granted or an application for special consideration has been made and approved.

Task Overview

The class will be divided into 10 groups and each group will pick a case in a draw in the first week. Each group will discuss and present the analysis for the week's case study within a time period of 30 minutes in class. Please note that a common mark will be given out of 10 for the group work component of the case analysis and an individual mark will be given for the presentation skills out of 10 in this assignment. Students are supposed to read the week's case study before coming to class and come ready to discuss, defend and question other students and answer a quiz on the case at the end of the presentation. Each group only presents once during the 13 weeks of the semester. The process of analysing a case study will be taught to you in the first lecture and a "How to analyse a case study" document can be found on iLearn.

Deliverables

The case analysis should address the following:

A. Introduction

A brief of the case environment, company, industry, country, culture and case problem

B. Body

Should include the following sections: Identification of major stakeholders and their problems, objectives and concerns, recommended solutions, managerial implications.

C. Conclusion

Briefly summarize the essential complexities posed in this case and the practical implications and lessons learned.

D. Case question

Every case study has case questions at the end of the case which will serve as a direction to analyse the case study.

Detailed marking rubrics for this assessment can be seen on iLearn.

On successful completion you will be able to:

- Interpret and analyse 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
- Appraise the multicultural 'big picture' in which global trade and government forces operate, and summarise the major culture-based challenges faced by international managers (political, social, legal, economic and technological)
- Investigate major cultural differences in views on strategy for international alliances, including controls, labour relations and management a range of culture-based tactics for international negotiation

- Classify, characterize and critique particular leadership styles globally in given situations, and for varying motivational techniques depending on circumstances

2. REPORT

Due: **20th October 2014@ 5pm.**

Weighting: **20%**

REPORT (Individual assignment)

Length: 2500 words

Due Date : Week 10 -20th October 2014 @5 pm

Submission: Online through Turnitin

Estimated student workload: 10 hours

Extensions - Extensions will only be granted in exceptional circumstances and subject to prior negotiation, or if an application for special consideration is has been made and approved.

Penalties - Late submissions will result in a Fail grade for the unit, unless an extension has been granted or an application for special consideration has been made and approved. "

Grading Criteria: Please see rubrics on iLearn

Brief description :

THE EU CULTURE

Britain may be in the front line of the Euro crisis, but it is not the only country affected. The Eurozone is a massive market for businesses from the United States, China, India, Japan, Russia and the other major world economic powers. China has considered lending money to Europe, they are that concerned that the Euro may collapse. Meanwhile, the International Monetary Fund (IMF), which was set up to help countries in economic difficulty, set aside hundreds of billions of dollars for a bailout of some of the Eurozone countries. The wider world is so keen to see the Euro survive — even if that means it has fewer members — for the following reasons.

To preserve the Eurozone's massive consumer market. A staggering 322 million Europeans use the Euro every day. It's the currency of seventeen nations. Besides daily activities, these people use the Euro to buy goods and services from overseas — if there was a collapse in its value, then they would be less able to buy imports.

To prevent a global recession. A collapse of the Euro or a situation where some European governments would be unable to repay their debt would have a huge, negative impact on the world economy. It would resemble the financial crisis of 2007 and 2008 (in truth, it could be much worse than that). At the very least, businesses around the globe would think twice about investing and taking on new staff while others might start to trim their operations and cut jobs. A global economic recession would be highly likely.

To protect the world financial system. Banks around the globe have invested in the government debt of Eurozone countries. These banks also hold large amounts of Euros. If the current crisis gets much worse, then the government debt and currency that they hold will fall in value, which could undermine their own financial well being. It could be like the 2007 and 2008 financial crash all over again, with the global banking system under threat. This would be bad news for everyone.

It's not just the 322 million people in the Eurozone which depend on their currency — there are 150 million people in African countries whose currencies are pegged to value the Euro. If the Eurozone fragments and the value of the Euro collapses, these African countries will see the value of currency collapse too.

Against a backdrop of this ongoing Euro zone volatility, companies are continuing to review their exposures in Europe, including the nature and extent of their Euro-related contracts, and are asking what measures they can put in place to protect their assets and limit cash flow threats. This uncertainty has affected business confidence in different ways in nations across the world.

Please read the following extracts and papers in the context of the task outlined below -

<http://www.pwc.com/us/en/issues/eurozone-business-impact/index.jhtml>

<http://www.economist.com/node/2156423>

http://www.internationalbusinessreport.com/2012/eurozone_impact.asp

http://ijbssnet.com/journals/Vol_3_No_9_May_2012/28.pdf

<http://www.cis.org.au/images/stories/issue-analysis/ia132.pdf>

http://www.huffingtonpost.com/obrien-browne/a-different-take-on-the-e_b_1212418.html

<http://www.cresc.ac.uk/publications/deep-stall-the-euro-zone-crisis-banking-reform-and-politics>

<http://www.theaustralian.com.au/business/wealth/greek-default-crisis-is-all-about-cultural-differences-in-the-eurozone/story-e6frgac6-1226144883522>

<http://www.pwc.com/gx/en/audit-services/publications/eurozone-crisis-impact.jhtml>

YOUR TASK: You are a **consultant** tasked with a submission, developing a comprehensive analysis of the impact of the Euro crisis on "THE WORLD" in general and "AUSTRALIAN BUSINESS" in particular to assist them with their strategy in the Euro zone. Whilst doing this your focus will be on the "CULTURE" of the European country you select and you will analyse the situation based on the cultural dimensions and cultural theories that you study in class. Your report should encompass all risks: Political, Cultural, Social, Legal, Economic and provide advice on their impact to Australia business operating in EU. Please note you can select any country of your choice in the EU. In particular you are required to critique, analyze and assess the following four issues with CULTURE as a basis:

- i. Global impact of Euro crisis on businesses and industries in EU, Australia and the World.
- ii. Country (EU country of your choice) specific economic, political, legal, cultural, social, cultural characteristics and history

iii. Possible implications and contingency planning for Australian business

GUIDELINES FOR WRITTEN ASSESSMENTS

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;

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) Times New Roman font type and font size of 12 points should be used.
- d) Harvard referencing system should be used.

3. Submission Procedure (Individual)

Students are required to submit an electronic copy of their assessment to Turnitin via the Internet as part of the submission process for assignments. 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., Smith20101309.

4. Late Submissions (All assignments)

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. All assessments are mandatory. Detailed marking rubrics can be seen on ilearn

On successful completion you will be able to:

- Appraise the multicultural 'big picture' in which global trade and government forces operate, and summarise the major culture-based challenges faced by international managers (political, social, legal, economic and technological)

- Identify major cultural characteristics, including communication styles that characterise regions, nations, communities, organisations, groups and individuals
- Investigate major cultural differences in views on strategy for international alliances, including controls, labour relations and management a range of culture-based tactics for international negotiation

3. CLASS PARTICIPATION

Due: **Week 2 - Week 13**

Weighting: **20%**

Every week students will participate in an experiential exercise relevant to the lecture topic for the week . Experiential exercises can be seen on iLearn and some are from the text book. These exercises will be an engagement and application task where you will work in groups to apply the theory learnt to a hands on activity. This is a group activity and every week the groups will discuss and debate the experiential activity in class and submit the solution to the experiential activity on a A4 page. There will be 10 experiential activities in total, one each week from week 2 to week 11. 10% of the mark is for individual class interaction and participation and 10% is for the group submission.

On successful completion you will be able to:

- Interpret and analyse 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
- Classify, characterize and critique particular leadership styles globally in given situations, and for varying motivational techniques depending on circumstances

4. FINAL EXAM

Due: **Week 14**

Weighting: **40%**

Date: Week 14

Length: 2.5 hours

Format:

A] 1 Case Study (marks 10)

B] Essay questions (marks 30)

Essay questions will include:

- a) experiential application questions
- b) questions based on all chapters of the text book

A sample exam can be found on iLearn

On successful completion you will be able to:

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- Appraise the multicultural 'big picture' in which global trade and government forces operate, and summarise the major culture-based challenges faced by international managers (political, social, legal, economic and technological)
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Delivery and Resources

Summary of Assessments

Task	Weight	Due Date	Linked Learning Outcomes	Linked Graduate Capabilities
Class Participation	20%	From Week 1	1,3,5	1,2,3
Case Study	20%	Week 1 to Week 10	1,2,5	1,2
Report	20%	Week 10 - Deadline on Turnit in - 20.10.2014 @ 5pm	2,3,4	1,2,3
Final Exam	60%	University Examination Period	1,2,4	1,2,3

The consultation hours for this unit are on Fridays after the lecture **from 4 pm to 5 pm.**

Number and length of classes: 3 hours face-to-face teaching per week.

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

You must attend all 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/APScops.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 will be asked to leave.

Required and Recommended Texts and/or Material

Required text: 'International Management: Managing Across Borders and Cultures – Text and Cases', Eight Edition (International Edition) by Helen Deresky, Pearson Education, 2014. This contains all the required chapter readings and case studies in addition to material posted on iLearn. A copy of the required text is also available in the Macquarie Library and obtainable from Macquarie University Coop Bookshop (macq_byr@coop-boo.kshop.com.au)

Required unit materials and/or recommended readings will be available through eReserve.

Students should have their own copy of this text. It is **mandatory that you have the 8th edition, 2014 version** as this text **contains all the case studies and experiential exercises** that will be done in class. 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. Classroom sessions are backed up online with lecture notes, case studies, articles and discussion

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;

Computer and 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/sof>

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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-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 three hours' duration. Students will partake in lectures, discussions, cases, video cases and experiential exercises in class. Students are advised to attend all lectures and participate in case discussions, missing classes and not participating in case discussions will affect grades. Case studies will be 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 group case study assignments and research paper. 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). 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. Recommended readings can be found on eReserve. Every week one student group will discuss, analyse and present a relevant case study in the tutorial. The weightage of this presentation is 10%. Each group only presents once. Case analysis submissions will be marked and returned in the following tutorials, and will carry a total weightage of 10%. All students will upload their research paper in week 10 via turnitin. This report carries a weightage of 20 marks. 20% is reserved for participation in experiential exercises in class of which 10% of the marks are reserved for participation in experiential exercises (group work in class). The total assessment weightage is 60% and the final exam is weighed 40%.

Students need to complete and submit all assignments and attempt the final exam to complete the unit satisfactorily.

LATE ASSESSMENT TASKS: Please 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.

Unit Schedule

Week	Lecture: Topic and Reading	Case Study Presentation/Discussion
1	Assessing the environment: Political, Economic, Legal, Technological Chapter 1	Sample case study analysis: Apple iPhones (Text Book) Experiential activity: a) Forces at work
2	Managing Interdependence: Social Responsibility, Ethics, Sustainability Chapter 2	Case Study: Blackberry in International Markets Experiential activity: a) Predatory competition and international bribery
3	Understanding the Role of Culture Chapter 3	Case Study: An Ethics Role Playing case Experiential activity: a) Balintore manufacturer of cabinet hardware (Text Book)
4	Communicating Across Cultures <i>Chapter 4</i>	Case Study: Google's Arkut Experiential activity: a) Brazilian Auto Parts manufacturer (Text Book)

5	<p>Cross-cultural Negotiation and Decision Making Chapter 5</p>	<p>Case Study: MTV Networks Experiential activity: a) Franken foods</p>
6	<p>Formulating Strategy Chapter 6</p>	<p>Case Study: Ali Baba Experiential activity: a) Renault</p>
7.	<p>Implementing Strategy <i>Chapter 7</i></p>	<p>Case Study: Carrefour Experiential activity: a) Cross cultural mergers and acquisitions</p>
BREAK		<p>Mid session break: 22nd September to 3rd October</p>
8.	<p>Organisation Structure and Control systems Chapter 8</p>	<p>Case Study: Walmart Experiential activity: a) Entry strategy in Russia (Text Book)</p>

9.	Staffing, Training and Compensation for Global Operations <i>Chapter 9</i>	Case Study: Chrysler & Fiat Experiential Exercise : a)Expats in Brazil (Text book)
10.	Developing a Global Management Cadre <i>Chapter 10</i>	Case Study : Foreign Investement in China Experiential Activity: a) Motivation in Mexico (Textbook)
11.	Motivating & Leading Chapter 11	Case study : Indra Nooyi Experiential Activity: Cross cultural leader
12.	<i>Guest lecture</i>	
13.	Review	University Examination Period

Learning and Teaching Activities

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 three hours' duration. Students will partake in lectures, discussions, cases, video cases and experiential exercises in class. Students are advised to attend all lectures and participate in case discussions, missing classes and not participating in case discussions will affect grades. Case

studies will be 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 class discussions. 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 group case study assignments and research paper. This unit is presented through the following learning media: Thirteen weekly classroom lectures, case studies, in lecture experiential exercise and videos. 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. Every week one student group will discuss, analyse and present a relevant case study. The weightage of this presentation is 10%. Each group only presents once. Case analysis submissions will be marked and returned in the following tutorials, and will carry a total weightage of 10%. All students will upload their individual report in week 10 via turnitin. This report carries a weightage of 20 marks. 20% is reserved for participation in experiential exercises in class. The total assessment weightage is 60% and the final exam is weighed 40%

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

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

Disruption to Studies Policy 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/

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) 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

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

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Interpret and analyse 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

- Appraise the multicultural 'big picture' in which global trade and government forces operate, and summarise the major culture-based challenges faced by international managers (political, social, legal, economic and technological)
- Identify major cultural characteristics, including communication styles that characterise regions, nations, communities, organisations, groups and individuals
- Investigate major cultural differences in views on strategy for international alliances, including controls, labour relations and management a range of culture-based tactics for international negotiation

Assessment tasks

- 1. CASE STUDY
- 2. REPORT
- 3. CLASS PARTICIPATION
- 4. FINAL EXAM

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Investigate major cultural differences in views on strategy for international alliances, including controls, labour relations and management a range of culture-based tactics for international negotiation
- Classify, characterize and critique particular leadership styles globally in given situations, and for varying motivational techniques depending on circumstances

Assessment tasks

- 1. CASE STUDY
- 2. REPORT
- 3. CLASS PARTICIPATION
- 4. FINAL EXAM

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Appraise the multicultural 'big picture' in which global trade and government forces operate, and summarise the major culture-based challenges faced by international managers (political, social, legal, economic and technological)
- Identify major cultural characteristics, including communication styles that characterise regions, nations, communities, organisations, groups and individuals
- Classify, characterize and critique particular leadership styles globally in given situations, and for varying motivational techniques depending on circumstances

Assessment tasks

- 2. REPORT
- 3. CLASS PARTICIPATION
- 4. FINAL EXAM

Changes from Previous Offering

Assessment weightage has been changed as follows: Case study Presentation: 10% (In class) Individual Case study analysis :10% Group work Report : 20% (online submission) Individual assessment Experiential Exercises : 20% (Inclass) 10% group mark and 10% individual mark for participation. Final Exam: 40 % The second assessment - Report: Based on feedback obtained in the peer review process and student feedback this assignment " The EU Crisis has been changed to comprehensively explain the requirements of this assessment and one of the deliverables of a short case study at the end has been deleted.

Research and Practice

The unit uses research from several external sources namely academic journals, books, media articles and government publications as listed below to support your learning of cross cultural concepts, theories and current happenings:

Journal of Cross Cultural Management

Diversity in organisations, communities and nations.

Journal of International Business studies

Management International review

OECD Publications

SUPPLEMENTARY RESEARCH RESOURCES

Official website of Geert Hofstede

<http://www.geert-hofstede.com/>

Global edge Global business resources

<http://globaledge.msu.edu/>

Country profiles

<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>

International Business Times <http://www.ibtimes.com/>

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
28/02/2014	The Description was updated.