



# BUS 854

## Leading and Managing in Culturally Diverse Environments

S2 Evening 2016

*Dept of Marketing and Management*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Coordinator

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Wednesdays - 5pm to 6pm

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Credit points

4

Prerequisites

4cp at 800 level and (BUS651 or MKTG696 or admission to MIntRel)

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 and 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 decision making and controls, labour relations and management of a range of culture-based tactics for international negotiations

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

## Assessment Tasks

Name	Weighting	Due
<u>1. CASE STUDY</u>	30%	Week 2 - Week 13
<u>2. REPORT</u>	20%	30th October, 2016 @5pm.
<u>3. FINAL EXAM</u>	40%	Week 14
<u>4. CLASS PARTICIPATION</u>	10%	W1 - W10

### 1. CASE STUDY

Due: **Week 2 - Week 13**

Weighting: **30%**

Weekly Case Analysis 15% & Presentation 15%

Submission : Case analysis to be submitted on turn it in on ilearn and presentation 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 but as a general guide line no more than 4 A4 pages.

Please note groups will clearly notify the sections done by each individual student in the case analysis document before uploading the case analysis on turn it in.

Group assessment mark will not be a common mark but will be based on individual contribution to the case analysis and presentation.

Of the 15% mark for case analysis 7.5% will go towards the individual contribution and the rest of 7.5% towards group work.

Of the 15% mark for case presentation in class 7.5% will go towards the individual presentation and the rest of the 7.5% will go towards group work.

### **Late Submissions (All assignments)**

No extensions will be granted. There will be a deduction of 10% of the total available marks made from the total awarded mark for each 24 hour period or part thereof that the submission is late (for example, 25 hours late in submission – 20% penalty). This penalty does not apply for cases in which an application for disruption of studies is made and approved. No submission will be accepted after solutions have been posted.

### **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.. Students are supposed to read the week's case study before coming to class and come ready to discuss, defend and question other students. Each group only presents once during the 13 weeks of the semester. Students will upload the case analysis on turn it in .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 you do not have to answer these case questions.

Detailed marking rubrics for this assessment can be seen 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)
- Investigate major cultural differences in views on strategy for international alliances, including decision making and controls, labour relations and management of a range of culture-based tactics for international negotiations
- Classify, characterize and critique particular leadership styles globally in given situations for varying motivational techniques depending on circumstances

## 2. REPORT

Due: **30th October, 2016 @5pm.**

Weighting: **20%**

### **REPORT (Individual assignment)**

Length: 2500 words

Due Date :30th October, 2016 @5 pm

Submission: Online through Turn it in

Estimated student workload: 10 hours

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

[http://ijbssnet.com/journals/Vol\\_3\\_No\\_9\\_May\\_2012/28.pdf](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.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 for 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, analyse 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 Turn it in 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. There will be a deduction of 10% of the total available marks made from the total awarded mark for each 24 hour period or part thereof that the submission is late (for example, 25 hours late in submission – 20% penalty). This penalty does not apply for cases in which an application for disruption of studies is made and approved. No submission will be accepted after solutions have been posted.

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### 3. FINAL EXAM

Due: **Week 14**

Weighting: **40%**

Date: Week 14 Examination period . Please check the exams timetable on the exams website for further details.

Length: 3 hours

Format:

A] 1 Case Study (marks 10)

B] Essay questions (marks 30)

Essay questions will include:

a) Experiential application questions

A sample exam can be found on iLearn

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### 4. CLASS PARTICIPATION

Due: **W1 - W10**

Weighting: **10%**



- A) In-Class Case Analysis & Discussion
- B) In-Class Reflective Experiential Activity
- C) In- Class Video Case discussion.

On successful completion you will be able to:

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

## Delivery and Resources

### Summary of Assessments

Task	Weight	Due Date	Linked Learning Outcomes	Linked Graduate Capabilities
Class Participation- a) Case study inclass discussions -10% b) Video Case and experiential exercises -Reflective activity -10%	10%	From Week 1	1,3,5	1,2,3
Case Study Analysis and Presentation	30%	Week 3 to Week 13	1,2,5	1,2
Report Consultants Submission	20%	Deadline on Turn it in - 30.10.2016 @ 5pm	2,3,4	1,2,3
Final Exam	40%	University Examination Period	1,2,4	1,2,3

**The consultation hours** for this unit are on Wednesdays before and after the lecture .

**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.

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](mailto: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/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/>

**To complete the unit satisfactorily students are required to submit all assignments on time and sit the final exam.**

## 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: Siemens Bribery Scandal Experiential activity: a) Balintore manufacturer of cabinet hardware (Text Book)
4	Communicating Across Cultures Chapter 4	Case Study: Google's Orkut Experiential activity: a) Brazilian Auto Parts manufacturer (Text Book)
5	Cross-cultural Negotiation and Decision Making Chapter 5	Case Study: MTV Networks Experiential activity: a) Franken foods
6	Formulating Strategy Chapter 6	Case Study: Ali Baba Experiential activity: a) Renault
	<b>BREAK</b>	<b>Mid session break:</b>
7.	Implementing Strategy Chapter 7	Case Study: Carrefour Experiential activity: a) Cross cultural mergers and acquisitions
8.	Organisation Structure and Control systems Chapter 8	Case Study: Walmart Experiential activity: a) Entry strategy in Russia (Text Book)

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> & Presentation	
13.	<b>Review</b>	<b>University Examination Period</b>

## Learning and Teaching Activities

### 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 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 judgemental, 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 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. Each group only presents once. All students will upload their case analysis and Individual report on turn it in . The Individual report is due on the 30th of October, 2016 before 5pm via turnitin. This report carries a weight-age of 20 marks. A further 10% is reserved for participation in case discussions and experiential exercises in class. The total assessment weightage is 60% and the final exam is weighed 40%. Timetables Portal: <http://timetables.mq.edu.au> Students need to complete and submit all assignments and attempt the final exam to complete the unit satisfactorily.

## 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)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.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/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## 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://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### 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 for varying motivational techniques depending on circumstances

## **Assessment tasks**

- 2. REPORT
- 3. FINAL EXAM

## **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)
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## **Assessment tasks**

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

## **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 decision making and controls, labour relations and management of a range of culture-based tactics for international negotiations
- Classify, characterize and critique particular leadership styles globally in given situations for varying motivational techniques depending on circumstances

## **Assessment tasks**

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

## **Changes from Previous Offering**

Changes from previous offerings are as follows:

- a) A few case studies have been updated with new cases.
- b) Experiential activities have been updated
- c) All old videos have been replaced with new longer ones
- d) Reflective inclass activities have been included in the inclass activities .
- e) Video case analysis is the new reflective activity that has been added to the inclass activities.
- f) PPT's have been reduced to one hour and interactive, reflective and application based group activities have been increased.

## **Research & Practice, Global & Sustainability**

The unit utilizes 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.

The unit works in collaboration with industry bodies like Optus, Department of Fair Trade, Department of Foreign Affairs and Trade, United Nations Organisation and Sustainable Business, Australia to understand the progress in Global Climate Agreements worldwide and the impact of culture on its acceptances towards Sustainable Global Business Practices.