



MGMT754

Leading and Managing in Culturally Diverse Environments

S1 Evening 2017

Dept of Marketing and Management

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General Information

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Unit Coordinator

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Contact via Via Email

Wednesdays - 3pm to 4pm

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E4A Level 6 Room 625

Credit points

4

Prerequisites

Admission to MRes

Corequisites

Co-badged status

Co-badged with BUS854

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 while working in cross cultural teams and motivate team building including communication styles that characterise regions, nations, communities, organisations, groups and individuals through peer interaction and learning.

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	Hurdle	Due
<u>1. CASE STUDY</u>	30%	No	Week 2 - Week 13
<u>2. REPORT</u>	20%	No	30th May 2017 @5pm.
<u>4. CLASS PARTICIPATION</u>	10%	No	W1 - W10
<u>Research Based Project</u>	40%	No	Week 14

1. CASE STUDY

Due: **Week 2 - Week 13**

Weighting: **30%**

Weekly Case Analysis 15% & Presentation 15%

Submission : Case analysis to be submitted via Turnitin 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:

- 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 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 May 2017 @5pm.**

Weighting: **20%**

REPORT (Individual assignment)

Length: 2500 words

Due Date :30th May, 2017 @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://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 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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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 while working in cross cultural teams and motivate team building including communication styles that characterise regions, nations, communities, organisations, groups and individuals through peer interaction and learning.

Research Based Project

Due: **Week 14**

Weighting: **40%**

Research Based Project – (Individual assignment- 40%)

The assignment is research based and requires the student to become more knowledgeable

about using varied research sources and understand research methodology. The assignment will develop critical thinking and analytical skills and enable students to synthesize information and develop informed views.

This assignment requires students to explore and apply an advanced body of knowledge in a range of current contexts in the Cross Cultural Management/Business or Cross Cultural Leadership/International Business discipline.

Complete details are available 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
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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
Consultant's Report Submission	20%	Deadline on Turn it in - 30.5.2016 @ 5pm	2,3,4	1,2,3
Research Based Project	40%	Week 14	1,2,4	1,2,3

The consultation hours for this unit are on Wednesdays 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.

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', Ninth Edition (International Edition) by Helen Deresky, Pearson Education, 2016. 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 9th edition, 2016 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 discussions.

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	Sample case study analysis: Unpacking a case study
	Chapter 1	Experiential activity:
		a) Forces at work
2	Managing Interdependence: Social Responsibility, Ethics, Sustainability	Case Study: Facebook's Internet.Org Initiative: Serving the Bottom of the Pyramid
	Chapter 2	Experiential activity:
		a) Predatory competition and international bribery
3	Understanding the Role of Culture	Case Study: Vodafone in Egypt: National Crises and Their Implications for Multinational Corporations
	Chapter 3	Experiential activity:
		a) Balintore manufacturer of cabinet hardware (Text Book)
4	Communicating Across Cultures	Case Study: Hailing a New Era: Haier in Japan
	Chapter 4	Experiential activity:
		a) Brazilian Auto Parts manufacturer (Text Book)
5	Cross-cultural Negotiation and Decision Making	Case Study: MTV Networks
	Chapter 5	Experiential activity:
		a) Franken foods
6	Formulating Strategy	Case Study: Ali Baba v Tencent: The Battle for China's M-Commerce Space

	Chapter 6	Experiential activity:
		a) Renault
	BREAK	Mid session break:
7.	Implementing Strategy	Case Study: Business Model and Competitive Strategy of IKEA in India
	Chapter 7	Experiential activity:
		a) Cross cultural mergers and acquisitions
8	Organisation Structure and Control systems	Case Study: Walmart in Africa
	Chapter 8	Experiential activity:
		a) Entry strategy in Russia (Text Book)
9	Staffing, Training and Compensation for Global Operations	Case Study: Fiat Chrysler Automobiles N. V.: From an Alliance to a Cross-Border Merger
	Chapter 9	Experiential Exercise :
		a) Expats in Brazil (Text book)
10	Developing a Global Management Cadre	Case study : Leading across cultures at Michelin
	Chapter 10	Experiential Activity:
		a) Motivation in Mexico (Textbook)

11	Motivating & Leading	Case study : Ethical Leadership: Ratan Tata and India's Tata Group
	Chapter 11	Experiential Activity:
		Cross cultural leader
12	Emerging Markets	Case Study: IKEA in Russia: Emerging Market Strategies and Ethical Dilemmas
13.		
	Review	

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 May, 2017 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

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.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

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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/

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.

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://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 while working in cross cultural teams and motivate team building including communication styles that characterise regions, nations, communities, organisations, groups and individuals through peer interaction and learning.
- Classify, characterize and critique particular leadership styles globally in given situations

for varying motivational techniques depending on circumstances

Assessment task

- 2. REPORT

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
- 4. CLASS PARTICIPATION
- Research Based Project

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
- 4. CLASS PARTICIPATION
- Research Based Project

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.etaown.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.