



MGMT754

Managing Cultural Diversity

S1 Evening 2018

Archive (Pre-2019) - Dept of Marketing and Management

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	7
<u>Unit Schedule</u>	8
<u>Learning and Teaching Activities</u>	9
<u>Policies and Procedures</u>	9
<u>Graduate Capabilities</u>	11

Disclaimer

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

General Information

Unit convenor and teaching staff

Brett White

brett.white@mq.edu.au

Yang Yang

yang.yang@mq.edu.au

Moderator

Meena Chavan

meena.chavan@mq.edu.au

Credit points

4

Prerequisites

Admission to MRes

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 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>Case Study</u>	30%	No	Week 2 - Week 13
<u>Report</u>	30%	No	17 May 5pm
<u>Research Based Project</u>	40%	No	Week 14

Case Study

Due: **Week 2 - Week 13**

Weighting: **30%**

Due: Week 2 - Week 13

Weighting: 30%

Weekly Case Analysis & Presentation

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.

Please note: Although this is a group assignment, you will receive an individual mark based on your contributions to your group.

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 plus 10 minutes of class discussion. 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 Turnitin. 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.

Presentations must engage the audience and facilitate discussion in the class.

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

This Assessment Task relates to the following 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)
- 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, characterise and critique particular leadership styles globally in given situations for varying motivational techniques depending on circumstances

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)
- 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

Report

Due: **17 May 5pm**

Weighting: **30%**

Report (Individual Assignment)

Length: approx 5,000 - 6000 words

Due Date: 17 May, 2018 - 5pm

Submission: Online submission only via Turnitin

Estimated student workload: 10 hours

Grading Criteria: See rubric on iLearn.

The assignment is a research based report 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 to a range of current contexts in the Cross Cultural Management/Business or Cross Cultural Leadership/International Business discipline.

Students will identify a current topic in the professional practice or discipline of Cross Cultural Management/Business or Cross Cultural Leadership/International Business. Some generic examples are given on ilearn but please brainstorm with the lecturer with your specific interests before you commence on the research.

Detailed comprehensive information on writing, referencing and submitting this assignment can be found on ilearn.

This assessment task relates to the following 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.
- 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.

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)
- 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

Research Based Project

Due: **Week 14**

Weighting: **40%**

Research Based Project – (Individual assignment- 40%)

Length: - Approximately 5,000 - 6,000 words

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.

Students are required to select a relevant topic of interest to them and conduct a literature review. You must choose a topic no later than week 4 and discuss with your lecturer. Advice and helpful resources are available from the lecturer and on the unit iLearn page. Please ensure you liaise with your lecturer on a weekly basis from week 1.

This Assessment Task relates to the following 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
- Classify, characterize and critique particular leadership styles globally in given situations for varying motivational techniques depending on circumstances

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

Delivery and Resources

Consultation: Wednesdays 4pm - 5pm or by appointment with the lecturer

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

Timetable: <http://www.timetables.mq.edu.au>

You must attend lectures. Medical certificates must be provided if you are not able to attend a class.

Students are expected to arrive on time, participate in class discussions, and not leave until the class ends. If you have a recurring problem that makes you late, or you must leave early, please discuss this with the lecturer. Students should be respectful of each other and ensure that

everyone is able to participate without distraction. Mobile phones should be switched to 'Do Not Disturb'. Students who regularly disrupt the class will be asked to leave.

Required Texts and Other Material

Deresky, H., 2016, *International Management: Managing Across Borders and Cultures, Texts and Cases, Global Edition (9th ed)*, Pearson Higher Education, USA

The text is available at the Co-Op bookshop and online from the publisher - An eBook is also available.

This book contains all the required chapter readings and case studies in addition to any material posted on iLearn. Please ensure that you have the 2016 9th edition, as this version contains all allocated case studies. Some copies are available in the library. The lectures provide support and additional information, providing further context. They are not a replacement for the textbook.

Unit Schedule

Week	Date	Lecture Topic & Reading	Case Study and Activities
Week 1	Thursday, 1 March	Assessing the environment: Political, Economic, Legal, Technological - Chapter 1	Forces at work
Week 2	Thursday, 8 March	Managing Interdependence: Social Responsibility, Ethics, Sustainability - Chapter 2	Case Study 1: Facebook's Internet.Org Initiative: Serving the Bottom of the Pyramid. Activity - Predatory competition
Week 3	Thursday, 15 March	Understanding the Role of Culture - Chapter 3	Case Study 2: Vodafone in Egypt: National Crises and Their Implications for Multinational Corporations. Activity - Business trip to Japan
Week 4	Thursday, 22 March	Communicating Across Cultures - Chapter 4	Case Study 3: Hailing a New Era: Haier in Japan. Activity - Cultural differences in business communication
Week 5	Thursday, 29 March	Cross-cultural Negotiation and Decision-Making - Chapter 5	Case Study 4: MTV Networks. Activity - Cross-cultural negotiations
Week 6	Thursday, 5 April	Formulating Strategy - Chapter 6	Case Study 5: Ali Baba v Tencent: The Battle for China's M-Commerce Space. Activity - Renault & Nissan in South Africa
Week 7	Thursday, 12 April	Implementing Strategy - Chapter 7	Case Study 6: Business Model and Competitive Strategy of Ikea in India. Activity - Cross-culture mergers and acquisitions
Mid-Semester Break 16 April - 27 April			
Week 8	Thursday, 3 May	Organisational Structure and Control Systems - Chapter 8	Case Study 7: Walmart in Africa. Activity - Images of Organisational Culture
Week 9	Thursday, 10 May	Staffing, Training and Compensation for Global Operations	Case Study 8: Fiat Chrysler Automobiles. Activity - Career opportunities overseas
Week 10	Thursday, 17 May	Developing a Global Management Cadre - Chapter 10	Case Study 9: Leading across cultures at Michelin. Activity - Expat life in EU
Week 11	Thursday, 24 May	Motivating and Leading - Chapter 11	Case Study 10: Ethical Leadership: Ratan Tata and India's Tata Group. Activity - Servant Leadership

Week 12	Thursday, 31 May	International Workplace Relations - See iLearn	TBA
Week 13	Thursday, 7 June	Final Review and Examination Briefing	

Learning and Teaching Activities

Learning and Teach 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). Online teaching would comprise of lecture videos and forum participation of three hours' duration. Students will partake in discussions on forums for cases, video cases and experiential exercises online. 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 discuss and defend themselves online. 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 the research paper. This unit is presented through the following learning media: Thirteen weekly video lectures combined with online discussions, case studies, 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.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)

- [Special Consideration Policy](#) (**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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

- Report

Learning and teaching activity

- 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). Online teaching would comprise of lecture videos and forum participation of three hours' duration. Students will partake in discussions on forums for cases, video cases and experiential exercises online. 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 discuss and defend themselves online. 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 the research paper. This unit is presented through the following learning media: Thirteen weekly video lectures combined with online discussions, case studies, 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.

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.
- 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

- Case Study
- Research Based Project

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). Online teaching would comprise of lecture videos and forum participation of three hours' duration.

Students will partake in discussions on forums for cases, video cases and experiential exercises online. 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 discuss and defend themselves online. 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 the research paper. This unit is presented through the following learning media: Thirteen weekly video lectures combined with online discussions, case studies, 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.

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

- 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

Assessment tasks

- Case Study
- Report
- Research Based Project

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). Online teaching would comprise of lecture videos and forum participation of three hours' duration. Students will partake in discussions on forums for cases, video cases and experiential exercises online. 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 discuss and defend themselves online. 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 the research paper. This unit is presented through the following learning media: Thirteen weekly video lectures combined with online discussions, case studies, 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.