



# MGSM879

## Managing with a Global Mindset

Term 3 North Ryde 2019

*Department of Management*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	7
<u>Unit Schedule</u>	8
<u>Policies and Procedures</u>	10
<u>Graduate Capabilities</u>	12
<u>Changes from Previous Offering</u>	14

#### **Disclaimer**

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## General Information

Unit convenor and teaching staff Lecturer Brett White <a href="mailto:brett.white@mq.edu.au">brett.white@mq.edu.au</a>
Credit points 4
Prerequisites Admission to MBA or MMgmt or GradCertMgtPostMBA or GradDipMgt
Corequisites
Co-badged status
Unit description This unit will equip you with the competencies and skills that are central to developing a global mindset – the agility to see difference as an opportunity to influence and learn from others whose ways of being and doing are unlike yours. This unit will help you develop the psychological, intellectual, social, ethical and philosophical competencies to successfully work with, manage and leverage diversity in an organisation.

## 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:

Applying an anthropological process of participant observation, critically reflect on diverse cultures and perspectives, to lead strategic thinking across cultures, turn cultural differences into learning opportunities and innovation, and lead and influence diverse teams in an organisation.

Synthesise and respond appropriately across a wide range of mindsets of different cultures and markets, and recognise their own cultural bias when making business decisions.

Respond to ethical dilemmas across diverse contexts and take into account social and environmental considerations for balanced business decision making and management

practice.

Integrate and apply the positions and concerns of stakeholders to help create and deliver sustainable value for better organisational performance and resilience.

Analyse some of the fundamental philosophical assumptions in terms of which Eastern and Western practices of management are constructed.

## General Assessment Information

### Pre-work: Global mindset inventory (GMI) survey

This GMI survey, administered online by the Thunderbird Najafi Global Mindset Institute, will be emailed out to students two weeks before the due date. All students will be required to complete this survey by the due date. The results of this survey will be used as part of the lecturer's presentation in session 3 of class.

**Due:** 11pm (Sydney time) of Monday, 29 July 2019

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Group Case Presentation</u>	15%	No	Sessions 5 & 6
<u>Group Reflection Presentation</u>	25%	No	Sessions 9 & 10
<u>Individual Cultural Biography</u>	10%	No	6pm of 6 September 2019
<u>Individual Essay</u>	50%	No	6pm of 13 September 2019

### Group Case Presentation

**Due:** Sessions 5 & 6

**Weighting:** 15%

**Length:** 20 minutes for presentation; 10 minutes for feedback

**Format:** Presentation & feedback

**Description:** Each syndicate group will be given a different case study regarding the global challenges and the way in which managers dealt with the challenges of either succeeding or failing to develop a global mindset in a cross-cultural management situation. Each group will be expected to identify the challenges and competencies involved in developing a global mindset. A specific example drawn from a member of the group will be used to demonstrate a real-life experience of challenges and competencies.

*Please ensure all participants **full names**, the **unit code** (MGSM879), **unit name** (Managing with a global mindset), **lecturer** (Brett White), as well as the **topic presented** is clearly visible on your presentation front page. Please also include your **syndicate group name and number** if one has been allocated.*

**Assessment of presentations:** Overall assessment of presentations will be based on a group mark component (50%) and an individual mark component (50%).

The group mark component is a mark awarded to the group and is based on an evaluation of the content and delivery of the presentation. Information about the process and criteria for evaluation of presentations will be provided by the lecturer in the first class.

The individual mark component of the presentation assignment will be based on group member's rating of the contribution of other members of the group (in an anonymous survey). If others in your group rate you as having made a satisfactory contribution (relatively equal contribution) this will equate to you receiving the group mark. A rating of having made less than a satisfactory contribution may result in individual deductions up to 50% of the obtained group's mark. It will also be possible to judge a group member as having made an exceptional contribution and this will lead to consideration of additional marks to the final subject's mark. All group member assessments of individual contribution will be reviewed and considered by the lecturer in determining the final presentation assessment.

**No extensions will be granted.**

On successful completion you will be able to:

- Applying an anthropological process of participant observation, critically reflect on diverse cultures and perspectives, to lead strategic thinking across cultures, turn cultural differences into learning opportunities and innovation, and lead and influence diverse teams in an organisation.
- Integrate and apply the positions and concerns of stakeholders to help create and deliver sustainable value for better organisational performance and resilience.

## Group Reflection Presentation

Due: **Sessions 9 & 10**

Weighting: **25%**

**Length:** 20 minutes for presentation; 10 minutes for feedback

**Format:** Presentation & feedback

**Description:** Students will be expected to examine the organisational implications of global mindset by focusing on the implications of global mindset for organisational structure, strategy, recruitment and/or team building.

*Please ensure all participants **full names**, the **unit code** (MGSM879), **unit name** (Managing with a Global Mindset), **lecturer** (Brett White), as well as the **topic presented** is clearly visible on your presentation front page. Please also include your **syndicate group name and number** if one has been allocated.*

**Assessment of presentations:** Overall assessment of presentations will be based on a group mark component (50%) and an individual mark component (50%).

The group mark component is a mark awarded to the group and is based on an evaluation of the content and delivery of the presentation. Information about the process and criteria for evaluation of presentations will be provided by the lecturer in the first class.

The individual mark component of the presentation assignment will be based on group member's rating of the contribution of other members of the group (in an anonymous survey). If others in your group rate you as having made a satisfactory contribution (relatively equal contribution) this will equate to you receiving the group mark. A rating of having made less than a satisfactory contribution may result in individual deductions up to 50% of the obtained group's mark. It will also be possible to judge a group member as having made an exceptional contribution and this will lead to consideration of additional marks to the final subject's mark. All group member assessments of individual contribution will be reviewed and considered by the lecturer in determining the final presentation assessment.

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- Integrate and apply the positions and concerns of stakeholders to help create and deliver sustainable value for better organisational performance and resilience.
- Analyse some of the fundamental philosophical assumptions in terms of which Eastern and Western practices of management are constructed.

## Individual Cultural Biography

Due: **6pm of 6 September 2019**

Weighting: **10%**

**Length:** 700 words maximum

**Format:** Essay

**Description:** A cultural biography is an experientially based assessment in which students are expected to interview a class mate from a different cultural background in order to bring out the taken for granted mindset in terms of which the interviewee sees leadership, management and/or learning in a different context. Each person will have the opportunity to interview a classmate.

**Submission details:** Students are to submit 1 x soft-copy (in Microsoft Word file format only) of their individual cultural biography on the due date as listed in the box above. The soft-copy

submission will be submitted to Turnitin via the MGSM iLearn portal, a program used to ensure the originality of the work undertaken by the submitter.

*Please ensure your **full name**, **student number**, **unit code** (MGSM879), **unit name** (Managing with a Global Mindset), **lecturer** (Brett White), and **assessment** (individual cultural biography) is clearly visible on your assignment.*

**Extensions and penalties:** 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 special consideration is made and approved.

On successful completion you will be able to:

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## Individual Essay

Due: **6pm of 13 September 2019**

Weighting: **50%**

**Length:** 2500 words maximum

**Format:** Essay

**Description:** Based on the research practice of "participant observation" students will be expected to write a paper on their experience of learning through crossing cultural boundaries. Students will be asked to create a situation in which they are not only observers but participant observers and then write a reflective piece on their experience. The experience will be anchored in one or more of the theories discussed in the unit.

**Submission details:** Students are to submit 1 x soft-copy (in Microsoft Word file format only) of their individual essay on the due date as listed in the box above. The soft-copy submission will be submitted to Turnitin via the MGSM iLearn portal, a program used to ensure the originality of

the work undertaken by the submitter.

*Please ensure your **full name**, **student number**, **unit code** (MGSM879), **unit name** (Managing with a Global Mindset), **lecturer** (Brett White), and **assessment** (individual essay) is clearly visible on your assignment.*

**Extensions and penalties:** 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 special consideration is made and approved.

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## Delivery and Resources

### Required text

There is no required text for this unit.

### Recommended (optional) text

- Adler, Nancy J. (2002). International Dimensions of Organizational Behavior(4th Edition). Cincinnati: South-Western ThomsonLearning.
- Gundling, Ernest, and Zanchettin, Anita, eds., Global Diversity: Winning Customers and Engaging Employees within World Markets. Boston: Nicholas Brealey International, 2006.
- Trompenaars, Fons, Riding the Waves of Culture: Understanding Diversity in Global Business. New York: McGraw-Hill, 1998.

### Technology

Access to a personal computer and internet connection is required to access learning material/ resources online on Macquarie University's online learning management system called iLearn. It is highly recommended that students bring their laptop/tablet to class to access and view these learning material/resources during class.

## MGSM iLearn

The web page for this unit can be found at: <https://ilearn.mq.edu.au/login/MGSM>

## Lecture slides

Lecture slides will be provided to students only in soft-copy format via the class iLearn page.

## Unit Schedule

Class sessions are scheduled from:

BLOCK class - 9am to 5pm (Sydney time) of the following dates:

- 1st BLOCK weekend (sessions 1-6): 2 - 4 August 2019
- 2nd BLOCK weekend (sessions 7-10): 17 - 18 August 2019

There is no final examination for this unit

Session	Topics and allocated readings
1	<p><b>Paradigm switches in the context of globalisation</b></p> <p>Allocated supplementary readings for this topic:</p> <ul style="list-style-type: none"><li>• Feinstein, D. (1989). Breaking out of the box: A crash course in paradigm thinking. Benchmark magazine. Fall edition.</li><li>• Dru J. (1996). Chapter 4—Disruption. Overturning conventions and shaking up the market place. New York: John Wiley &amp; Sons.</li><li>• Krieken, Van (2010). Chapter 2 – Globalisation. Sociology. Pearson Australia.</li><li>• Cowen, T. (2002). Chapter 1 – Trade between cultures. Creative destruction: How globalization is changing the world's culture. Princeton University Press. Princeton</li></ul>
2	<p><b>Challenges of and competencies for mindset switching</b></p> <p>Allocated supplementary readings for this topic:</p> <ul style="list-style-type: none"><li>• Thomas, D. A. and Ely, Robin J. (1996). Making differences matter: A new paradigm for managing diversity. Harvard Business Review. Sept-Oct, Vol. 74 Issue 5, pp.79-90</li><li>• Bharucha, Jamshed. Education as stretching your mind. Edge: World question centres. <a href="http://www.edge.org/q20/08/q08_16.html#bharucha">http://www.edge.org/q20/08/q08_16.html#bharucha</a></li><li>• Gundling, E., Hogan, T. &amp; Cvitkovich, K. (2011). Chapter 2: What's different about global leadership?. What is global leadership?: 10 key behaviours that define great global leaders. Nicholas Brealey Publishing, pp.14-35</li></ul>



Session	Topics and allocated readings
3	<p><b>Global mindset from a social science perspective</b></p> <p><b>Global Mindset Inventory</b> – Results from students' submission of the global mindset inventory survey by the Thunderbird Najafi Global Mindset Institute will be presented by the lecturer.</p> <p>Allocated supplementary readings for this topic:</p> <ul style="list-style-type: none"> <li>Javidan, M., Teagarden, M., and Bowen, D. (2010). Making it Overseas. Harvard Business Review. April.</li> <li>Javidan, M., Dorfman, P., Sully de Luque, M., and House, R.J. (2006). In the eye of beholder: Cross cultural lessons in leadership from Project GLOBE. Academy of management perspectives. Vol. 20, No. 1, February; pp.67-91.</li> </ul>
4	<p><b>Global mindset from an experiential perspective: Nelson Mandela</b></p> <p>Allocated supplementary readings for this topic:</p> <ul style="list-style-type: none"> <li>Segal, S. (1998). The anxiety of strangers and the fear of enemies. Studies in philosophy and education. 17 (4), pp.271-282.</li> <li>Segal, S. (1995). Dialogue across difference. South African journal of philosophy.</li> <li>Tett, G. (2016). Chapter 1 – The non-dancers: How anthropology can illuminate silos. The silo effect: Why every organisation needs to disrupt itself to survive. Little Brown Book Group. pp.29-33.</li> </ul>
5	<p><b>Participant observation</b></p> <p>Allocated supplementary readings for this topic:</p> <ul style="list-style-type: none"> <li>Rabinow, P. (1977). Chapter 3 - Ali: An insider's outsider. Reflections on Fieldwork in Morocco. University of California Press, pp.31-69</li> <li>Goffman, E. (1989). On Fieldwork. Journal of Contemporary Ethnography. Trend Business Publishing, July, Volume 18 Issue 2, pp.123-132</li> <li>Guest, G., Namey, E.E., Mitchell, M.L. (2013). Chapter 3 -Participant observation. Collecting qualitative data - A field manual for applied research. Sage Publications, Inc. ISBN: 9781412986847</li> </ul>
6	<p><b>Bridging the gap between cultures: Globesmart</b></p> <p>Allocated supplementary readings for this topic:</p> <ul style="list-style-type: none"> <li>No allocated readings. Students will be provided login details in class to access Globesmart.</li> </ul>
7	<p><b>Philosophies of "East" and "West"</b></p> <p>Allocated supplementary readings for this topic:</p> <ul style="list-style-type: none"> <li>Fang, T. (2012). Yinyang: A new perspective on culture. Management and organization review. 8 (1), 25-50.</li> <li>Cheng, C.-y. (1987). 'Confucius, heidegger, and the philosophy of the I-Ching: A comparative inquiry into the truth of human being'. Philosophy East and West. 37 (1): 51-70</li> <li>Liu, H. ed., (2015). Chapter 4: Idiosyncrasies of the Chinese strategic mind. In: The Chinese Strategic Mind, 1st ed. Edward Elgar Publishing, pp.78-126.</li> </ul>

Session	Topics and allocated readings
8	<p><b>Globalisation as creative destruction: Living in a world of possibility</b></p> <p>Allocated supplementary readings for this topic:</p> <ul style="list-style-type: none"> <li>• Segal, S.(2012). The paradox of creative destruction: Leading in a world where there is no "business as usual". Emerging trends in leadership &amp; strategy. Volume 1, Trend Business Publishing, pp.21-45.</li> <li>• Fisher, P.(1999). Still the new world: American literature in a culture of creative destruction.Common knowledge. Volume 10, Issue 1. Winter 2004. p.161.</li> <li>• Grove, A. S.(1998). Chapter 5: Why not do it ourselves. Only the paranoid survive: How to exploit the crisis points that challenge every company and career. Harper Collins Publishers.</li> </ul>
9	<p><b>Saving face in global situations</b></p> <p>Allocated supplementary readings for this topic:</p> <ul style="list-style-type: none"> <li>• Bowe, H. and Martin, K. (2007). Chapter 3 – Politeness and face. Communication across cultures. CUP: Cambridge and Melbourne.</li> <li>• Ting-Toomey, S. (2004). Chapter 9 - Translating conflict face-negotiating theory into practice. Handbook of intercultural training. SAGE Publications</li> </ul>
10	<p><b>Concluding remarks</b></p> <p>Allocated supplementary readings for this topic:</p> <ul style="list-style-type: none"> <li>• No allocated readings. Students will be shown a DVD called 'The case of Kai' in class.</li> </ul>

## 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](#)

[s://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)).

## 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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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](https://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](https://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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 - 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

- Applying an anthropological process of participant observation, critically reflect on diverse cultures and perspectives, to lead strategic thinking across cultures, turn cultural differences into learning opportunities and innovation, and lead and influence diverse teams in an organisation.
- Synthesise and respond appropriately across a wide range of mindsets of different cultures and markets, and recognise their own cultural bias when making business decisions.
- Respond to ethical dilemmas across diverse contexts and take into account social and environmental considerations for balanced business decision making and management practice.
- Integrate and apply the positions and concerns of stakeholders to help create and deliver sustainable value for better organisational performance and resilience.
- Analyse some of the fundamental philosophical assumptions in terms of which Eastern and Western practices of management are constructed.

#### Assessment tasks

- Group Case Presentation
- Group Reflection Presentation
- Individual Cultural Biography
- Individual Essay

### 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

- Applying an anthropological process of participant observation, critically reflect on diverse cultures and perspectives, to lead strategic thinking across cultures, turn cultural differences into learning opportunities and innovation, and lead and influence diverse teams in an organisation.
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## Assessment tasks

- Group Case Presentation
- Group Reflection Presentation
- Individual Cultural Biography
- Individual Essay

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

## Learning outcomes

- Applying an anthropological process of participant observation, critically reflect on diverse cultures and perspectives, to lead strategic thinking across cultures, turn cultural differences into learning opportunities and innovation, and lead and influence diverse teams in an organisation.
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## **Assessment tasks**

- Group Case Presentation
- Group Reflection Presentation
- Individual Cultural Biography
- Individual Essay

## **Changes from Previous Offering**

There have been no changes to previous offerings.