BBA 340

Cross Cultural Management

S1 Day 2017

Dept of Marketing and Management

Contents

General Information

Unit convenor and teaching staff
Unit Convenor
Candy Lu
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Contact via 02-9850 8518
345 E4A
2-3pm Tuesday

Credit points
3

Prerequisites
39cp or (6cp in BBA or BUS units at 200 level)

Corequisites

Co-badged status

Unit description
This unit examines new and emerging developments and challenges that international managers are currently facing and are likely to face in the coming years while managing across borders, where people from diverse cultures interact, both within and between firms. Given that changes in the global business environment continue unabated, particular attention is paid to managing the increasingly diverse workforce in the Australian context, as well as in the context of Australian firms that conduct business in Asia and beyond. The unit provides a setting for understanding the implications of this diversity on the management of cross-cultural dynamics in a multi-cultural business environment. The unit equips students with knowledge of mandatory policy requirements when managing a diverse workplace in order to avoid expensive lawsuits and punitive damages.

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:

> Become aware of 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.

Present a range of culture-based perspective concerning the need for social responsibility and ethical behaviour in multinational enterprises.

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

Develop critical thinking ability and problem solving skills through experiential learning activities and case studies.

Effectively collaborate as a group to reach a collective goal.

Assessment Tasks

Name	Weighting	Hurdle	Due
ASSIGNMENT 1: Case Study	30%	No	Weeks 3-12
ASSIGNMENT 2: Media Report	30%	No	Week 7: 14 April 2017 @ 5pm
FINAL EXAMINATION	40%	No	University Examination Period

ASSIGNMENT 1: Case Study

Due: **Weeks 3-12**
Weighting: **30%**

Description: One case study analysis report and presentation (IN TUTORIAL CLASSES)

a) GROUP CASE ANALYSIS REPORT 15% group mark b) GROUP PRESENTATION 15% individual mark

a) Group Case Analysis Report - 1,500 words +/- 10% (please refer to the detailed requirements below)

b) Group Tutorial Presentation - 40 minutes (including 25-30 minutes presentation and 10-15 minutes questions/discussions)

Ten student groups will be formed in the first tutorial. Each tutorial will have 30 students (maximum) and each group will consist of 2 or 3 students. Each of these groups will be allocated a weekly case to discuss, analyse and present in class. The case allocation will be done in a draw in the first tutorial. Every student will read the case and come ready for questioning the presenting group and partaking in discussions led and monitored by the tutor. Students will be noted for their participation in class. You will not be able to ride on the backs of other team members.

Before presenting the case, the presenting group will hand in their group case analysis report (hard copy) to the tutor; to be counted, the presenting group will also need to upload their case

analysis report via iLearn before their presentation.

The case analysis report should include the following:

A. Introduction.

B. Body. This should include the following sections: identification of major stakeholders and their problems, objective and concern, positive and negative views, analysis of alternative solutions, and recommended solutions.

C. Conclusion. Briefly summarise the essential complexities posted in the case and the significance of the recommended solutions and managerial implications. Marks will be allocated to each of these.

D. Referencing. You need to use at least 3 journal articles to support your analysis and referencing should be in Harvard style.

Formatting requirements:

- The case study analysis report should be 1,500 words +/- 10% (The word count includes introduction, body and conclusion, but not references).
- Page margins should be 2.54 cm (default margin settings) on all four edges.
- Times New Roman font type and font size of 12 points should be used.
- Double spacing is recommended.

Marking rubrics will be provided on iLearn and more information will be discussed during class.

The case analysis report will be marked and returned one week after submission.

Important Note on Late Submission:

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. No submission will be accepted after solutions have been posted.

On successful completion you will be able to:
- Become aware of 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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activities and case studies.

- Effectively collaborate as a group to reach a collective goal.

ASSIGNMENT 2: Media Report

Due: **Week 7: 14 April 2017 @ 5pm**
Weighting: **30%**

Description: Individual written analysis of a media article

The required length of the report is 1,500 words +/- 10% excluding the cover page and reference list (you must use at least 7 academic references to support your argument/analysis). Students will source a media article from the past ONE years on a cross cultural management topic, online or from any other media source like newspapers, magazines, radio or TV, and explain, discuss and critique how the article illustrates one or more theoretical principles of cross cultural management studies. News items are expected to be not more than 1,000 words, and must be included with the online assignment submission. Examples of media analysis reports are available on iLearn. While scanning for relevant articles online please use the chapter topics from your text book to identify appropriate articles.

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 ID number;
- b) Contact details: email address;
- c) Your tutor's full name;
- d) Your tutorial day and time;
- e) Unit code and name;
- f) Assignment number and assignment title;
- g) An exact word count of the number of words in the body of your assignment. (Use Word's Tools menu and click on Word Count.)

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 2.54 cm (default margin settings) on all four edges and double spaced;
- c) Times New Roman font type and font size of 12 points should be used;
- d) Assignments should be free of typographical and grammatical errors;

- e) Harvard referencing system should be used.

3. Submission Procedure

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

IMPORTANT NOTE:

Before submission, name your electronic file in a Word document with the correct file name, that is, your TUTOR'S SURNAME first then YOUR SURNAME, then your student ID WITH ONLY AN UNDERSCORE FOR SPACING, e.g., WHITE_JONES_20141234. To avoid any potential plagiarism issues you or your group can submit the assignment more than once up to the due date.

4. Important Note on Late Submission:

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. No submission will be accepted after solutions have been posted.

5. Turnaround Time

Assignment will be marked and returned in Week 9.

Marking rubrics can be seen on iLearn.

On successful completion you will be able to:

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FINAL EXAMINATION

Due: **University Examination Period**

Weighting: **40%**

Length: 2.5h plus 10 minutes reading time

Final examnination format:

Part A

Case study (15 marks total). A new case study which has not been attempted in class will be examined in the final exam. This case study must be analysed and the case study questions answered in an identical way to the ones that you analyse in the tutorials every week.

Part B

Five out of 7 short essay questions (5 marks each and 25 marks in total).

A final examination is included as an assessment task for this unit to provide assurance that:

- a)The product belongs to the student, and
- b)The student has attained the knowledge and skills taught in the unit.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in draft form approximately eight weeks before the commencement of the examinations and in final form approximately four weeks before the commencement of the examinations http://students.mq.edu.au/student_admin/exams/

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable special consideration. In these circumstances you may wish to consider applying for Special Consideration. Special Consideration Policy: https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration *The Special Consideration Policy is effective from December 4th 2017 and replaces the Disruption to Studies Policy.*

If a Supplementary Examination is granted as a result of the special consideration process the examination will be scheduled after the conclusion of the official examination period.

The Macquarie university examination policy details the principles and conduct of examinations at the University. The policy is available at: http://www.mq.edu.au/policy/docs/examination/policy.html

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including controls, labour relations and management and a range of culture-based tactics for international negotiation.

Delivery and Resources

Students need to complete and submit all assignments before the deadline and sit the final exam to complete the unit satisfactorily.

CLASSES

Number and length of classes: 3 hours face-to-face teaching per week, consisting of 1 x 2 hour lecture and 1 x 1 hour tutorial.

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

Tutorial changes can ONLY be made through e-student. Students wishing to change tutorial times should log onto e-student and enrol in a class where there is a vacancy. All questions of an administrative nature in respect of tutorial allocation should be addressed to the Teaching Administrator, in Bldg E4A level 6.

Absences in tutorials

Attendance will be taken in the tutorials. You must attend at least 80% of the tutorials. Medical certificates must be provided if you are not able to attend a class without incurring a penalty. Please read the full policy located at: http://mq.edu.au/policy/docs/disruption_studies/policy.html

Students are expected to arrive on time, and not to leave until the class ends.

Late arrivals and early leaves interrupt the class and your own learning process.

1. 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 and provide the necessary documentation/explanation about the nature of the issue. In case, you do not approach the lecturer/tutor, the consistent tardiness/early leaves will count as absence and decrease your attendance rate.

2. Arrivals to classes 15 minutes after the class commencement or leaves 15 minutes before the class completion will be regarded as absence.

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 and tutorials will be asked to leave.

Prizes

Prizes for this unit (if applicable). http://www.businessandeconomics.mq.edu.au/undergraduate_degrees/prizes_scholarships

REQUIRED AND RECOMMENDED TEXTS AND/OR

MATERIALS
Prescribed Text

Richard Steers, Luciara Nardon & Carlos Sanchez-Runde, Australasian edition,
2016: Management Across Cultures. Published by Cambridge University Press.
ISBN: 9781316604359.

Obtainable from Macquarie University Coop Bookshop (macq_byr@coop-bookshop.com.au)

Students should have their own copy of this text. It is a standard work of reference on cross
cultural management. There are some copies on the library shelves and in library
reserve. Lectures support and add to the textbook but cannot replace it.

Recommended Texts

Paul Sweeney & Dean Mcfarlin, 5th edition, 2015: International Management - Strategic
Opportunities and Cultural Challenges. Published by Routledge.

Fred Luthans & Jonathan Doh, 8th edition, 2014: International Management - Culture, Strategy,
and Behavior. Published by McGraw-Hill.

Jean-Francois Chanlat, Eduardo Davel & Jean-Pierre Dupuis, 2013: Cross-Cultural Management
- Culture and Management across the World. Published by Routledge.

Elizabeth Christopher & Helen Deresky, 2nd edition, 2012: International Management -
Managing Cultural Diversity. Published by Pearson Education Australia.

Marie-Joelle Browaeys & Roger Price, 2nd edition, 2011: Understanding Cross-Cultural
Management. Published by Pearson.

Classroom sessions are backed up online with lecture notes, case studies, articles and
discussion points on the major topics above that make up the unit content.

Supplementary research resources

Official website of Geert Hofstede?http://www.geert-hofstede.com/

Global edge Global business resources?http://globaledge.msu.edu/

Country profile?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 Commerc e & Industry?http://www.worldchambers.com/

The United Nations?http://www.un.org/

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;

- 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).

Unit Web Page

Course material is available on the learning management system (ilearn). The web page for this unit can be found at: https://ilearn.mq.edu.au/login/MQ/

LEARNING AND TEACHING ACTIVITIES

This unit will be taught via the participant-centred 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 two hours' duration. Students will partake in lectures, cases, vide
activities (experiential exercises) in class. Students are advised to attend all lectures and tutorials and participate in case discussions, missing classes and not participating in case discussions will affect grades.

Case studies will be extensively used. Case analyses are intended to be analytical critiques on some central issues of the case being discussed. As this is a discussion-oriented class, students will read all of the case studies indicated on the course schedule and come prepared to discuss and defend themselves in the tutorials. Every student is expected to participate. In your case analyses, please refrain from writing a summary of the case or repackaging the information already provided in the case. Based on the information provided in the case, be analytically judgmental, propose alternative managerial views and action plans, and discuss the relevance and appropriateness of the frameworks proposed in the readings and lectures to the case. In short, write what you think of the situation in the case and not merely repeat what the author says. The course teaches several models for cultural analysis of case studies. Some examples are: Hofstede, Trompenaars, and Edward Hall. These models are to be used for case analysis, group case study assignments and media article analysis.

This unit is presented through the following learning media:

- Twelve weekly classroom lectures combined with small group tutorial discussions, case studies, in lecture activities and videos.

- Students must attend at least 80% of the tutorials. 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.

- Tutorial activity: Every week one student group will discuss, analyse and present a

relevant case study in the tutorial. Each group only presents once. The weightage of this presentation is 15%. Every presenting group will hand in a case analysis report to the tutor. The weightage of this submission is 15%. At the end of the presentation, tutors will lead a discussion of the case.

- All students will upload a research report that critiques and analyses a media article on cross cultural management issues in week 7, which carries a weightage of 30%.
- The total assignment weightage is 60% and the final exam will be 40%.

Unit Schedule

Please Note: the week-by-week lecture content and/or tutorial activities below are subject to changes by the unit convenor if required. Tutorial schedule and case studies will be posted on iLearn.

WEEK	LECTURE TOPIC	TUTORIAL ACTIVITY	CHAPTERS
Week1	Introduction to the unit The challenge of international management	Please read the case study "Hollywood and the Rise of Cultural Protectionism" for the first tutorial class. **NO TUTORIAL IN THE FIRST WEEK**	Chapter 1 & Chapter 2
Week2	International ethics and social responsibility	Overview of subject and assignments Getting to know each other, form case study groups and pick a case study in the draw Sample case study will be discussed: "Hollywood and the Rise of Cultural Protectionism"	Chapter 8
Week3	Understanding the role of culture	Case study	Chapter 3
Week4	Communicating across cultures	Case study	Chapter 5
Week5	Cross-cultural conflicts and negotiations	Case study	Chapter 7
Week6	Strategic planning	Case study	No chapter in text – see lecture and iLearn for more details
Week7	Foreign market entry strategies	Case study **Assignment 2 (media analysis report) due. Online submission deadline: 14 April 2017 (Friday) @ 5pm**	No chapter in text – see lecture and iLearn for more details
MID	SEMESTER	BREAK	
Week8	Organisational structure and control systems	Case study	Chapter 4

Week9	International human resource management	Case study Assignment 2 feedback (Friday)	Chapter 11
Week10	Managing international teams	Case study	Chapter 10
Week11	Evaluating and rewarding employees worldwide	Case study	Chapter 9
Week12	Motivating and leading across cultures	Case study	Chapter 6 & Chapter 9
Week13	Unit reivew and exam preparation	Exam review	Review

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

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Become aware of 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.
- Present a range of culture-based perspective concerning the need for social responsibility and ethical behaviour in multinational enterprises.

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

Assessment tasks

- ASSIGNMENT 1: Case Study
- ASSIGNMENT 2: Media Report
- FINAL EXAMINATION

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Become aware of 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.
- Present a range of culture-based perspective concerning the need for social responsibility and ethical behaviour in multinational enterprises.
- Describe major cultural differences in views on strategy for international alliances, including controls, labour relations and management and a range of culture-based tactics for international negotiation.
- Develop critical thinking ability and problem solving skills through experiential learning activities and case studies.

Assessment tasks

- ASSIGNMENT 1: Case Study
- ASSIGNMENT 2: Media Report
- FINAL EXAMINATION

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative

in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Describe major cultural differences in views on strategy for international alliances, including controls, labour relations and management and a range of culture-based tactics for international negotiation.
- Develop critical thinking ability and problem solving skills through experiential learning activities and case studies.
- Effectively collaborate as a group to reach a collective goal.

Assessment tasks

- ASSIGNMENT 1: Case Study
- ASSIGNMENT 2: Media Report
- FINAL EXAMINATION

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Present a range of culture-based perspective concerning the need for social responsibility and ethical behaviour in multinational enterprises.
- Effectively collaborate as a group to reach a collective goal.

Assessment tasks

- ASSIGNMENT 1: Case Study
- ASSIGNMENT 2: Media Report

Changes from Previous Offering

The required textbook has been changed.

Global Contexts and Sustainability

Issues of sustainability are integrated throughout the unit, with sustainability explicitly discussed in Week 2.

Examples of practices from different countries will be discussed in the lectures and in tutorials.

Research and Practice

The unit uses research from several external sources namely academic journals listed below, to support your learning of cross cultural concepts and theories:

- Journal of International Management
- International Journal of Cross Cultural Management
- Journal of International Business Studies
- International Business Review
- Management International Review

A list of research articles from these sources will be posted on iLearn, which will allow students to keep up-to-date with current trends in cross cultural management and considerably expand their knowledge of this subject.

This unit gives you opportunities to conduct research and gives you practice in applying research findings in your assessments.

Changes since First Published

Date	Description
21/12/ 2017	The Special Consideration Policy is effective from December 4th 2017 and replaces the Disruption to Studies Policy.