



FACULTY OF BUSINESS AND ECONOMICS

GRADUATE ACCOUNTING AND COMMERCE CENTRE

**BUS854 Managing Cultural
Diversity in Business**

Course Designed by: Dr Elizabeth Christopher

Lecturer: Angus Young

UNIT OUTLINE

Summer Session, 2009

**MACQUARIE UNIVERSITY
GRADUATE ACCOUNTING AND COMMERCE CENTRE
FACULTY OF BUSINESS AND ECONOMICS**

**BUS854 MANAGING CULTURAL DIVERSITY IN BUSINESS
UNIT OUTLINE**

Summer Session Year 2009

Teaching weeks: 6th January – 20th February 2009

ABOUT THIS UNIT

ASSUMED KNOWLEDGE:

It is assumed that business students who enrol in this unit will have a basic knowledge and understanding of management principles.

UNIT DESCRIPTION AND OBJECTIVES:

For the purpose of this Unit, culture is defined in its widest sense as:

- Accumulation of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions: acquired by a group of people in the course of generations through individual and group behaviour;
- Cultivated behaviour: the sum of individuals' social learning and experience through symbols deliberately perpetuated in a society through its institutions, accepted generally without question and passed along by communication and imitation from one generation to the next: thus culture is communication and communication is culture.
- Cultural symbols such as artefacts, traditions, legends, icons, that represent patterns, explicit and implicit, of distinctive and desirable achievement by members of the relevant group.
- Culture systems are both products of action and conditioning influences on further action: a collective programming of the mind that distinguishes the members of one group or category of people from another.

The purpose of this Unit is:

To explore cultural dimensions of management policies and practices, nationally and internationally. Specific objectives are to learn more about:

- 1: The international business environment: political, economic, legal, technological
- 2: Social responsibility and ethics for international managers
- 3: Understanding the role of culture in management
- 4: Communicating across cultures
- 5: Cross-cultural negotiations and decisions
- 6: Strategies for overseas expansion
- 7: Forming global alliances
- 8: Controls for overseas expansion
- 9: Managing workforce diversity
- 10: Motivating and leading

TEACHING STAFF

Lecturer in charge: Angus Young
Tel: 0421 958751. Email: alekyoung@hotmail.com

CONSULTATIONS: After class or by appointment

CLASSES

Tuesdays and Thursdays 10am -1pm
Room: To be advised
Face to face contact hours: 3 hours per week.

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

Helen Deresky and Elizabeth Christopher, 2008, *International Management: Managing across Borders and Cultures* (Pearson Education Australia). Obtainable from Macquarie University Coop Bookshop.

Students should have their own copy of this text if possible. 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, specifically addressed to the Australasian market.

LEARNING OUTCOMES

After completing this unit students should be able to do the following:

- * Sketch the multicultural 'big picture' in which global trade and government forces operate; and summarise the major culture-based challenges faced by international managers (political, legal, economic and technological);
- * Present a range of culture-based arguments concerning the need for social responsibility and ethical behaviour in multi-national enterprises;
- * Identify major cultural characteristics, including communication styles, that characterise regions, nations, communities, organisations, groups and individuals;
- * Discuss a range of culture-based tactics for international negotiation;
- * Describe major cultural differences in views on strategy for international alliances, including controls, labour relations and management;
- * Present arguments for adopting particular leadership styles in given situations; and for varying motivational techniques depending on circumstances;
- * Enhance generic skills (logical argument; critical thinking, leadership and teamwork, writing skills and problem solving).

TEACHING AND LEARNING STRATEGY

This unit is presented through four learning media:

- 1. A classroom lecture combined with class discussion.**
- 2. The set text:** Helen Deresky and Elizabeth Christopher, 2008, International Management: Managing across Borders and Cultures (Pearson Education Australia): available from University Coop Bookshop.
- 3. The students themselves.**
Nobody wants to listen to a lecture for 3 hrs every class. Much learning will be from peers. Students are expected to attend all classes and to offer themselves as a learning resource. All students are invited to give a short talk (10 minutes maximum), Lectures 3 through 10, on a specific aspect of their culture.

ASSESSMENT:

In order to pass this Unit, students will be expected to:

1. Write a case study based on a news item of their own finding (20% of total marks, approx. 2,000 words);
2. Participate in a group research project, including a class presentation, and submit a written report (15% of total marks, approx. 2,000 words),
3. Sit a 2-hour end-of-semester written exam (60% of total marks, answers should total the equivalent of about 6 A4 pages, i.e. about 2,000 words)
The above items are compulsory.

In addition students have the option to make a short presentation to the class on an aspect of their culture. Presentations will begin in Lecture 3. (5% of total marks, no written report required).

Students will need to:

- complete all compulsory coursework and gain at least a pass overall to be eligible to sit the exam;
- achieve at least a 50% pass in the final exam (30/60).

NOTE: Students may be penalised if they do not submit each item of required coursework by the due date, including work required for class.

TIMETABLE	TOPIC and TEXT CHAPTER
Lecture 1	Overview - chapter 1
Lecture 2	Going global - chapter 1
Lecture 3	Ethics - chapter 2
Lecture 4	Culture - chapter 3
Lecture 5	Communication - chapter 4
Lecture 6	Negotiation - chapter 5

Lecture 7	Strategies and alliances - chapters 6 and 7
Lecture 8	Alliances and controls - chapters 7 and 8
Lecture 9	Workforce diversity - chapters 9 and 10
Lecture 10	Leadership, motivation - chapter 11
Lecture 11	Group project summaries
Lecture 12	Continued
Lecture 13	Examination

RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

1. Case studies: learning outcomes are to provide students with the opportunity to demonstrate the following:

- Understanding of how theoretical principles can be generalized from a specific, real life, situation or incident; and ability to explain key concepts;
- Recognition of how the major themes of the chosen news report fit within the discipline of cross cultural studies;
- Ability to combine and collate various items of information in the selected case into an explanatory whole;
- Reasonable and realistic arguments and ability to make clear, logical and organized relationships between different features of the chosen case;
- Ability to conform to correct procedures for writing and presenting academic work.

2. Group research project, including a class presentation, and a written report. Learning outcomes are to provide students with the opportunity to demonstrate the following:

- Theoretical and practical knowledge of the three major methods for academic research: interviews/case studies; surveys; and unobtrusive or non-intervention methods;
- Ability to work as a member of a task-oriented and multi-cultural team;
- Leadership qualities: the management of workforce diversity;
- Increased ability to write academic reports (based also on experience gained and feedback from the case study assignment).

3. End-of-semester written exam: learning outcomes are to provide students with the opportunity to demonstrate the following:

- They have learned something from study of BUS854 (i.e. that they know more now on the topic of managing cultural diversity in business than they did before they enrolled in the unit);
- They understand what they have learned, i.e. it was not all rote learning and memorisation;
- They can apply this knowledge inductively and deductively through analysis, synthesis and evaluation, to relevant aspects of the management of cultural diversity in real life.

ASSESSMENT TASKS IN MORE DETAIL, INCLUDING WORD LENGTH

1. INDIVIDUAL CLASS PRESENTATION

Each week, beginning Lectures 3, through to 10, students are invited to become 'cultural ambassadors' by informing the class of specific aspects of cultural heritage a country of interest.

In Lectures 1 and 2 a list of presenters and dates will be compiled. Each presentation is expected to last about 5 minutes and no written report is required.

This assignment is not compulsory but every student who responds will gain 5% for their cultural contribution to the Unit learning.

In exceptional circumstances, such as work commitments that prevent students from making a class presentation, the student should discuss an alternative with Angus.

2: GROUP RESEARCH PROJECT.

Groups of 3-4 people should be formed by Lecture 4. The project will be about the differences and similarities in management approaches between two countries that are culturally distinct. Examples and references will be required to substantiate all arguments put forward in the project. The research question and scope for each group will be formulated in consultation with the lecturer. For some information on research methods for the social sciences, see <http://www.managementhelp.org/research/research.htm>

One or more members of each group will summarise its research to the class, in a presentation of about 15 minutes' duration, beginning Lecture 11 and continuing in Lecture 12. Full written reports must be submitted online by the end of Lecture 12 for comments & grades to be returned before the exam. Reports should conform in style and content to academic standards for report writing. This assignment is worth a total of **15%** of total marks including class presentation and written report.

Due date for report: TBA (submission in class)

Length of report: approximately 2,000 words.

3. INDIVIDUAL WRITTEN CASE STUDY (to be submitted in class)

Students will find a news item and explain how it illustrates one or more theoretical principles of cross cultural studies. News items are expected to be between 350 and 750 words and must be included with the assignment submission. Students will be expected to write about 2,000 words of discussion of the chosen case. This assignment is worth **20%** of total assessment.

4. EXAMINATION: VALUE: 60% of total marks.

Date: Tuesday 17 February

Part A: Case study; 3 questions 10 marks each (30 marks total);

Part B: 2 short discussions on any 2/6 topics (15 marks each).

The only exceptions to sitting the examination at the designated time will be because of documented illness or unavoidable disruption. In these circumstances students may consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available at <http://www.reg.mq.edu.au/Forms/APSCon.pdf>

Students are advised that it is Macquarie University policy not to set early or delayed examinations for individuals or groups of students. All students are expected to be available

until the end of the teaching semester, i.e. the final day of the official University exam period, and can attend the exam at the designated time and place.

PLAGIARISM

The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. You must read the University's practices and procedures on plagiarism. These can be found in the *Handbook of Postgraduate Studies* or on the web at: www.student.mq.edu.au/plagiarism

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

STUDENT SUPPORT SERVICES

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at www.student.mq.edu.au