



**DEPARTMENT OF BUSINESS, DIVISION OF ECONOMIC  
AND FINANCIAL STUDIES  
BBA340  
CROSS CULTURAL MANAGEMENT  
UNIT OUTLINE  
Semester 2 Year 2007**

**ABOUT THIS UNIT:**

**ASSUMED KNOWLEDGE:**

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

**UNIT DESCRIPTION AND CREDIT POINTS:**

The purpose of this Unit is to explore the cultural dimensions of international management.



**UNIT OBJECTIVES:**

The objectives of the unit are to examine cultural aspects of the following:

- 1- The international business environment;
- 2- Risks and challenges for international managers;
- 3- Social responsibilities and ethics of multi-national enterprises;
- 4- The role of culture in management of diversity;
- 5- Communicating across cultures: different perspectives on 'reality';
- 6- Cross cultural negotiation;
- 7- Strategies for international alliances;
- 8- Control systems and labour relations;
- 9- Developing overseas managers;
- 10- Motivation and leadership in the management of diversity

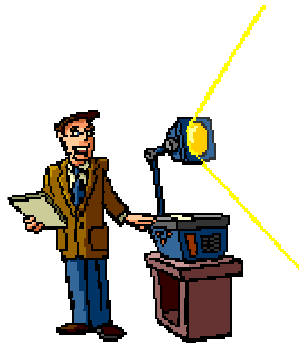
**TEACHING STAFF**

Lecturer: Dr Elizabeth Christopher (resume online)  
Tel: 0417-236-531. Email: [echristo@efs.mq.edu.au](mailto:echristo@efs.mq.edu.au)

**CLASS TIMES:** Weeks beginning July 30 through November 9 2007  
Dates, times and locations to be announced.

**FACE TO FACE STUDY HOURS:** 3 hours per week.

**CONSULTATIONS:** before or after each session or by appointment.

**REQUIRED AND RECOMMENDED TEXT AND READINGS****SET TEXT**

**Elizabeth Christopher (ed), 2007, Cross cultural management: Managing cultural diversity in international business (Pearson Education, Australia): available from University Coop Bookshop.**

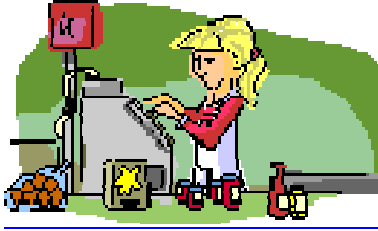
Lectures support and add to the textbook; and cases and readings online. Classroom sessions are backed up online with lecture notes, case studies, articles and discussion points on the ten major topics that make up the unit.

**UNIT WEB PAGE**

Online address for students to get passwords to access this Unit via WebCt:  
<http://online.mq.edu.au/public/BBA340>

If students know their password they can go straight to: <http://online.mq.edu.au> and log in. For help with WebCT: Student IT Help Desk, Level 1, Library or email [support@library.mq.edu.au](mailto:support@library.mq.edu.au) Web: <http://www.lib.mq.edu.au/support/ihelp>

Further online library assistance is available at: <http://www.lib.mq.edu.au/justask>



### **LEARNING OUTCOMES:**

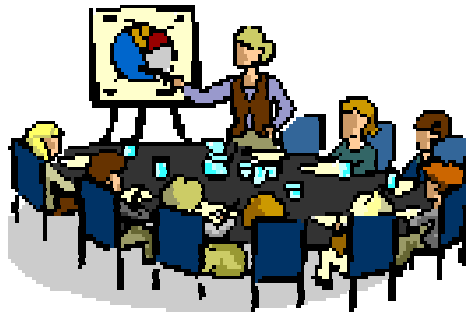
After completing this unit students should be able to do the following:

- \* Sketch the 'big picture' in which global trade and government forces operate; and summarise the major challenges faced by international managers (political, legal, economic and technological);
- \* Present the arguments for and against 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 tactics for international negotiation;
- \* Describe common strategies 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 STRATEGIES**

This unit is presented through three media:

#### **1. A weekly classroom lecture combined with class discussion.**



## **2. Supported online on WebCt. <http://online.mq.edu.au>**

Lecture notes, assignment details, assessment methods, reading material and a sample exam paper will be posted.

## **3. The students themselves.**

Nobody wants to listen to a lecture for 3 hrs every week. Much learning will be from peers. Students are expected to attend as many classes as they can and to offer themselves as a learning resource. All students are asked to give a short talk (e.g. not more than 12 slides of a PPT presentation and 15 minutes approx) individually Weeks 3 through 12, on a specific aspect of their culture (see list of suggested topics online).

Students are asked also to take part in online discussions via the discussion board, not for assessment but to learn from each other.

ALSO there are readings online for general interest, not part of assessment for this Unit.

Lecture slides will be on WebCT each week. Each week's topic goes with the relevant section of the textbook.

If Elizabeth does not acknowledge any electronic communication from any student within 24 hours of their sending it, **SHE HAS NOT RECEIVED IT!**

### **ASSESSMENT:**

1. A short presentation to the class on relevant aspects of their culture – see list of topics (5% of total assessment for this task, no written report required). Presentations will begin Week 3.

Any student who is unable or unwilling to make a class presentation may complete this assignment in the form of a 1,000-word essay on some aspect of their culture, and post it on the discussion board on WebCt

2. Mid-semester multiple choice one-hour exam; 20%

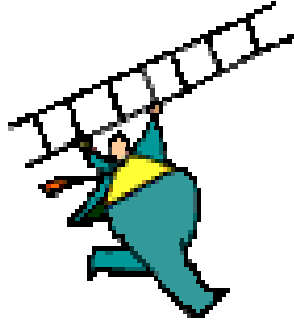
3. Individual written case study to be submitted online (see guidelines online); 15% max, approx 1,500 words;

3. 2-hour end-of-semester written exam (60%; sample exam online)

### **Students will need to:**

- complete all coursework and gain at least 20/40% total for assignments, to be eligible to sit the exam;

- achieve at least a 50% pass in the final exam (30/60).



### TIMETABLE

| WK    | BEGINNING    | TOPIC  |
|-------|--------------|--|
| 1     | July 30 2007 | Overview   |
| 2     | August 6     | Going global   |
| 3     | August 13    | Social responsibility and ethics for international business                        |
|       |              | <b>CULTURAL CONTRIBUTIONS BEGIN IN CLASS AND CONTINUE THROUGH WEEK 12 (5%)</b>     |
| 4     | August 20    | The role of culture in international management                                    |
| 5     | August 27    | Communication across cultures in management of cultural diversity                  |
| 6     | September 3  | Negotiations and decisions in multinational business environments                  |
| 7     | September 10 | Formation of strategic alliances   |
| BREAK | September 17 |  |
| 8     | October 1    | <b>MULTIPLE CHOICE TEST 20%</b><br>in class time, one hour plus 10 m reading time. |
| 9     | October 8    | Monitoring and controlling international operations                                |
| 10    | October 15   | Workforce diversity & international management<br><b>CASE STUDY DUE 15%</b>        |
| 11    | October 22   | Motivating employees from different cultural backgrounds                           |
| 12    | October 29   | Leadership of diverse teams  |
| 13    | November 5   | Exam revision (exam 60%)   |

## **RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES**

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

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

2. Multiple choice mid-semester exam: learning outcomes are:

- To test recall of knowledge;
- To test accuracy of understanding of specific principles.

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

- That 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 before they enrolled in the unit);
- That they understand what they have learned, i.e. it was not all rote learning and memorisation;
- That 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 INCLUDING WORD LENGTH**

### **1. INDIVIDUAL CLASS PRESENTATION**

Each week, beginning Week 3, through Week 12, students will become 'cultural ambassadors' by sharing with the class some aspects of their cultural heritage - either in person or by posting a short essay (about 1,000 words) on WebCt.

In Weeks 1 and 2 a list of presenters and dates will be compiled and some examples provided of presentations by former students. Each presentation is expected to last between 5 and 15 minutes (e.g. no more than 12 PPT slides) and no written report is required. Choose a topic from the list of suggestions online.

(5% for this assignment)

### **2. MID-SEMESTER MULTIPLE CHOICE EXAM**

One-hour exam during class time, Week 8 (week after the break): 60 questions, each worth 1/3%, total 20%. covering all unit material Weeks 1 through 7.

### **3. INDIVIDUAL WRITTEN CASE STUDY.**

Students will find a journal article, section of book chapter, case from a book - or create their own - to illustrate principles of cross cultural management (see "Guidelines for writing cases studies, online). 15%, date due: Week 8 (week after break). Submission: by WebCt. Length: about 1,500 words total.

#### **4. EXAMINATION: VALUE: 60%**

2 hours (plus 10 minutes' reading time).

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

Part B: 2 short discussions on any 2/6 topics (15% each, 30% total).

Sample exam paper online. Dictionaries are not permitted in the exam. Only exceptions to sitting the examination at the designated time will be because of documented illness or unavoidable disruption. In these circumstances students may wish to 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 ensure that they are available until the end of the teaching semester, i.e. the final day of the official University examination 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. Students should read the University's practices and procedures on plagiarism. These can be found in the *Handbook of Postgraduate Studies* or on the web at: <http://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 students are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

#### **UNIVERSITY POLICY ON GRADING**

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Students' final result will include one of these grades plus a standardised numerical grade (SNG). On occasion the raw mark for a unit (i.e., the total of marks for each assessment item) may not be the same as the SNG which students receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results.

It is important that students realise the policy does not require that a minimum number of students are to be failed in any unit. The process of scaling does not change the order of

marks among students. A student who receives a higher raw mark than another will also receive a higher final scaled mark.

For an explanation of the policy see

<http://www.mq.edu.au/senate/MQUonly/Issues/Guidelines2003.doc> or

<http://www.mq.edu.au/senate/MQUonly/Issues/detailedguidelines.doc>.

### **STUDENT SUPPORT SERVICES**

Macquarie University provides a range of Academic Student Support Services. Details of these services can accessed at <http://www.student.mq.edu.au>

The Macquarie experience is designed to lead students to a career in the city and a place in the world. It encourages life-long learning and links teaching to cutting-edge research. Macquarie seeks to develop generic skills for students, building flexible outcomes for life and for the workplace over a life's career.

These skills include:

- Foundation skills of literacy, numeracy and information technology; self-awareness and interpersonal skills, such as the capacity for self-management, collaboration and leadership;

Communication skills for effective presentation and cultural understanding;

- Critical analysis skills to evaluate, synthesise and judge;

- Problem-solving skills to apply and adapt knowledge to the real world; and creative thinking skills to imagine, invent and discover.

Source: Macquarie University Handbook