

**MACQUARIE UNIVERSITY, DEPARTMENT OF BUSINESS
DIVISION OF ECONOMIC AND FINANCIAL STUDIES
BBA340 Cross cultural management**

UNIT OUTLINE

Semester 2 Year 2008

Teaching weeks: August 4 - November 10 2008

TEACHING STAFF

Lecturer in charge: Dr Elizabeth Christopher

Tel: 0417-236-531. Email: echristo@efs.mq.edu.au

Assistant lecturer: Dominic Santangelo

Tel: 0449-889-399. Email: dominic_santangelo@yahoo.com.au

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

The sum of individuals' social learning and experience through symbols deliberately perpetuated in a society through its institutions, accepted generally without question: a collective programming of the mind that distinguishes the members of one group or category of people from another; passed along by communication and imitation from one generation to the next. Thus culture is communication and communication is culture.

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
- 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

CLASSES

Thursdays, 12 - 3 pm Room W5C 320 (conducted by Elizabeth Christopher)

Fridays, 12 – 3 pm Room W6B 345 (repeat class, conducted by Dominic Santangelo)

Face to face study hours: 3 hours per week.

CONSULTATIONS: before or after each session or by appointment.

SET TEXT

Helen Deresky and Elizabeth Christopher, 2008, *International Management: Managing across Borders and Cultures* (Pearson Education Australia)

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

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.

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

UNIT WEB PAGE:

Online address for Blackboard: <http://learn.mq.edu.au>

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 weekly classroom lecture combined with class discussion.

2. Supported online on Blackboard. <http://learn.mq.edu.au>

Lecture notes, assignment details, assessment methods, reading material, case studies and sample exam questions and answers will be posted.

3. The set text: Helen Deresky and Elizabeth Christopher, 2008, International Management: Managing across Borders and Cultures (Pearson Education Australia): available from University Coop Bookshop.

4. 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 invited to give a short talk (10 minutes maximum), Weeks 3 through 12, on a specific aspect of their culture.

ASSESSMENT:

Students will be expected to contribute as follows:

1. Make a cultural presentation to the class, beginning Week 3: 5%, no written report required. This assignment is optional.
2. Sit a 90 minute written exam in class time, Week 8 (the week after the break); short answers to 10 questions on Topics 1 through 6, each worth 2% max, total 20%.
3. Write a case study (guidelines online) to be submitted online, end of Week 10 15% max., approx. 1,000 words
4. Sit a 2-hour end-of-semester written exam (60%; sample exam online)

Items 2, 3, 4 are compulsory.

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.

If Elizabeth does not acknowledge any personal communication from any student within 24 hours, this will be because she has not received it!

TIMETABLE

WK	BEGINNING	TOPIC	TEXT CH
1	Mon Aug 4 2008	Overview	1
2	Mon Aug 11	Going global	1
3	Mon Aug 18	Ethics	2
CULTURAL CONTRIBUTIONS BEGIN			
4	Mon Aug 25	Culture	3
5	Mon Sep 1	Communication	4
6	Mon Sep 8	Negotiation	5
7	Mon Sep 15	Strategies and alliances	6 and 7

TIMETABLE

WK	BEGINNING	TOPIC	TEXT CH
	Mon Sep 27- Oct 3	BREAK	
8	Mon Oct 6	SHORT EXAM (90 minutes, no lecture)	
9	Mon Oct 13	Controls and expatriation	7 and 8
10	Mon Oct 20	Workforce diversity	9 and 10

CASE STUDY DUE

11	Mon Oct 27	Leadership, motivation	11
12	Mon Nov 3	Week 11 cont. and Exam revision	
13	Mon Nov 10	Private study, no lecture	

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. Mid-semester exam: objectives are to:

- Motivate students to learn;
- Give students the opportunity to assess their own learning in time to benefit from lecturers' feedback;
- Provide practice in exam writing;
- Encourage self-leadership and self-management of learning.

3. End-of-semester written exam: learning outcomes are to provide students with the opportunity to demonstrate 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 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 Week 3, through Week 12, student(s) are invited to become 'cultural ambassadors' by informing the class of specific aspects of their cultural heritage.

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 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 Elizabeth.

2. MID-SEMESTER SHORT-ANSWER EXAM

In class time, Week 8, after the break, students will write short answers to ten questions on Topics 1 through 5. This will be a 90 minute exam (no lecture or cultural contributions). Students will have 9 minutes on average to answer each question and each is worth a maximum of 2% (total 20%). An example of the questions is:

Question:

If all transnational corporations were to adopt sound environmental policies, what results would probably occur?

Answer (based on the content of the set textbook, p.58):

- At least one quarter of the world's assets would be better managed environmentally;
- 70% of the products in international trade would be more accurately labelled;
- 80% of the world's land cultivated for crops for export would use fewer toxic pesticides; and policies would be implemented for more sustainable agriculture;
- A larger percentage of new technologies would be more effectively evaluated for health and safety.

(2 marks for similar answers, approx 9 minutes' writing time)

3. INDIVIDUAL WRITTEN CASE STUDY

(To be submitted via Blackboard end of Week 10: value 15%).

Students will find a news item online or scanned and explain how it illustrates one or more theoretical principles of cross cultural studies (see examples and "Guidelines for writing cases studies", online). News items are expected to be not more than 1,000 words, preferably less, and must be included with the online assignment submission. Students will be expected to write about 1,000 words of discussion of the chosen case. See examples on Blackboard.

MORE LEARNING MATERIAL

- Readings online for general interest, not part of assessment for this Unit.
- Lecture notes will be on Blackboard each week. Each week's topic goes with the relevant section of the textbook.

4. EXAMINATION: VALUE: 60% max.

Date: TBA. 2 hours (plus 10 minutes' reading time).

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).

Sample exam paper online.

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. 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 for students 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

See Grading Guide for Macquarie University, on Blackboard under Assessment.

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Students' final results 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 received by the relevant students. 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 must fail in any unit. The process of scaling does not change the order of

marks among students. Those who receive higher raw marks 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>.

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

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>