

MACQUARIE
UNIVERSITY



FACULTY OF
BUSINESS AND ECONOMICS

Unit Code: BBA 340
Cross Cultural Management

Semester 1, 2010

Department of Business

**MACQUARIE UNIVERSITY
FACULTY OF BUSINESS AND ECONOMICS
UNIT OUTLINE**

Students in this unit should read this unit outline carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult one of the teaching staff in the unit.

ABOUT THIS UNIT

UNIT NUMBER:	BBA 340
UNIT TITLE:	CROSS CULTURAL MANAGEMENT
UNIT WEIGHT:	3 CREDIT POINTS
UNIT LEVEL:	300
PRE-REQUISITES:	NIL
CO-REQUISITES:	NIL
UNIT CONVENOR OFFICE	Dr MEENA CHAVAN E4A level 6 Phone 98509026 Fax 98506065
EMAIL CONSULTING HRS	mchavan@efs.mq.edu.au 2 pm – 4 pm Mondays
LECTURERS	DR JILL F K McRAE Email: jerilderie@smartchat.net.au MR RON INNIS Email: roninnis45@gmail.com MRS CHOON-HWA LIM Email: contact@peopleinvest.com.au
CLASSES	3 hour lecture, 40 classroom hours and 120 hrs self study

Class 01 Mon 11-14 E5A 116 DR MEENA CHAVAN
Class 02 Tue 17-20 E5A 118 CHOON-HWA LIM
Class 03 Wed 8-21 W6B 320 MR RON INNIS
Class 04 Thu 12-15 W6B 325 DR JILL F K McRAE
Class 05 Thu 16-19 E5A 131 DR JILL F K McRAE

(Please check the timetable for changes in class rooms before start of semester)

INTRODUCTION

Given the Globalization of business and increasing diversity within the workplace of several industries and organisations, a cross cultural element in management education and training can no longer be just considered as a useful appendage in business education, distinctively for those who might consider venturing abroad to pursue their career.

Recently more and more managers are required to work effectively across borders. They are more likely to interact with people from diverse cultures. Awareness, education and training in cross cultural business management has become a must in business education at all levels, whether it be for aspiring graduates at the start of their career or for those senior managers who wish to increase their effectiveness in their present position or their employability in the International market.

The course provides a setting for understanding the implications of this increase in cultural differences and managing cross cultural and human dynamics in a multi-cultural business environment. The accent is on interpersonal and organizational communication management within a cross-cultural business environment. Diversity of cultural values and communication patterns in a vibrant business and lifestyle systems are analyzed and discussed.

The purpose of the unit is to explore cultural dimensions of international management. Specific objectives are to learn more about:

- Managing cultural differences in international business environments;
- Culture-based risks and challenges for international managers;
- Differences in cultural views of social responsibility and corporate governance in multi-national enterprises;
- The role of culture in management of diversity;
- Communicating across cultures;
- Cultural bases for strategies in international alliances;
- Differences in cultural views of control systems and labour relations;
- Developing international managers;
- Motivation and leadership in the management of diversity.

LEARNING OBJECTIVES

The learning outcomes of this unit are to explore and understand:

- The nature and scope of cross cultural business issues
- Outline 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);
- Drivers, patterns and trends of globalization
- Key factors which serve to differentiate business systems in various cultural and economic settings
- Cross cultural Issues in foreign market entry strategies and international strategic alliances
- Implications of regional economic integration
- Critically evaluate some of the major debates occurring in the field of cross-cultural communications
- Ethical and environmental issues of cross border business and trade
- Evaluate and enhance the ability to think strategically and synthesize knowledge from other business disciplines.

This unit also seeks to develop the following generic skills:

- Critical analysis skills to evaluate, synthesise and judge
- Problem-solving skills to apply and adapt knowledge to the real world
- Communication skills for effective presentation and cultural understanding.

LEARNING OUTCOMES

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

- 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;

- Relate knowledge models in cross-cultural communication to engender broader understanding of differences in order to manage organizational operations in a dynamic workplace and marketplace;
- Review literature and investigate a variety of thought and communication patterns as they affect communication convergence and divergence;
- Present a range of culture-based perspective concerning the need for social responsibility and ethical behaviour in multi-national enterprises;
- Develop critical thinking ability and problem-solving skills through experiential learning activities and case studies;
- 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 foundation skills of literacy, numeracy and information technology, self-awareness, interpersonal and communication skills, critical analysis, problem-solving; creative thinking, logical argument, leadership and teamwork.

TEACHING AND LEARNING STRATEGY

This unit will be taught via the participant-centered, the 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 be brief. Students will partake in lectures, discussions, cases, video cases and experiential exercises in class. Students are advised to attend all lectures and participate in case discussions, missing classes and not participating in discussions will affect grades.

Case studies will be the 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 them in class. 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, Edward Hall ECT. These models are to be used for case analysis and individual case study assignment.

This unit is presented through the following learning media:

- 1. Eleven weekly classroom lectures combined with class and small group discussions, quizzes, cases and self-assessment.

An assessment requirement of this unit is that students shall attend at least 80% of the classes.

- 2. Lectures are supported online on Blackboard: <http://learn.mq.edu.au>
Lecture notes, assignment details, assessment methods, case studies, reading and reference materials and a sample exam paper will be posted.
- 3. Nobody wants to listen to a lecture for 3 hrs every week. Much learning will be from peers. Students are expected to offer themselves as a learning resource. All students will be invited to give a short talk (10 minutes maximum), Weeks 3 through 12, on "Doing Business in a country of their choice". Every week student groups will discuss and analyse a relevant case study.

REQUIRED AND RECOMMENDED TEXTS

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. 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.

Also in library reserve is a very useful book of readings: Elizabeth Christopher (editor), 2008, Managing cultural diversity in international business.

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 unit content.

UNIT WEB PAGE

This unit is supported by a web Page on BLACKBOARD. You can log into this using the following address: <https://learn.mq.edu.au/>

SUPPLEMENTARY READINGS

Students are requested to read the additional readings on Blackboard.

WEBSITES

Official website of Geert Hofstede

<http://www.geert-hofstede.com/>

Global edge Global business resources

<http://globaledge.msu.edu/>

Country profiles

<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 Commerce & Industry

<http://www.worldchambers.com/>

The United Nations

<http://www.un.org/>

JOURNALS

Harvard Business Review;

Journal of Business Strategy;

Mckinsey Quarterly.

Emerald Library Database (<http://www.emerald-library.com>)

Asia Week

Asian Wall Street Journal

Business Review Weekly
Journal of International Business Studies
Management Review
Straits Times
The Australian Bulletin
The Australian Financial Review
Economist & Fortune.

READINGS (journal articles):

Reading these papers is not mandatory but this will assist you with your assignments. They can be sourced from the library databases:

1. Insider's view (cultural diversity)

Marsh P
Financial Times (UK)
Year: 1995; Start Page: 22; No of Pages: 1;
Keywords: [AIR-CONDITIONING INDUSTRY](#), [AUTOMOTIVE COMPONENTS INDUSTRY](#), [JAPANESE MANAGEMENT STYLES](#), [JOINT VENTURES](#), [NATIONAL CULTURES](#), [NDM MANUFACTURING](#), [TOP MANAGEMENT](#),
ISSN: 0307-1766
Reference: 25AB012

2. Overcoming the problems of cultural differences to establish success for international management teams

Higgs M
Team Performance Management: An International Journal (UK)
Vol: 2; Issue: 1; Year: 1996; Start Page: 36; No of Pages: 8;
Keywords: [INTERNATIONAL TRADE](#), [NATIONAL CULTURES](#), [TEAM BUILDING](#), [TOP MANAGEMENT](#),
ISSN: 1352-7592
Reference: 25AL477
DOI: 10.1108/13527599610105547

3. Attitudes towards women in the Arabian Gulf region

Abdalla I A
Women in Management Review (UK)
Vol: 11; Issue: 1; Year: 1996; Start Page: 29; No of Pages: 11;
Keywords: [ARABIAN GULF](#), [EQUAL OPPORTUNITIES](#), [INTERNATIONAL TRADE](#), [KUWAIT](#), [NATIONAL CULTURES](#), [QATAR](#), [WOMEN](#),
ISSN: 0964-9425
Reference: 25AM145
DOI: 10.1108/09649429610109271

4. Business globalization - the human resource management aspect

Baruch Y
Human Systems Management (Netherlands)
Vol: 14; Issue: 4; Year: 1995; Start Page: 313; No of Pages: 14;
Keywords: [CAREER DEVELOPMENT](#), [GLOBALIZATION](#), [HUMAN RESOURCE MANAGEMENT](#), [INDUSTRIAL RELATIONS](#), [INTERNATIONAL TRADE](#), [LEGISLATION](#), [NATIONAL CULTURES](#), [PERFORMANCE APPRAISAL](#), [RECRUITMENT](#), [TRAINING](#),
ISSN: 0167-2533
Reference: 25AN076

Books

Walker, D., Walker T. & Schmitz J. (2003). Cultural Orientations Model. In Doing Business Internationally: The Guide to Cross-Cultural Success. (3rd Ed.) Chicago, IL: McGraw- Hill Publishers.

Rosenzweig, Philip M. (1994). National culture and Management. Harvard Business School, HBS 9-394-177.

Hill, Charles W.L. (2007). Competing in the Global Marketplace. Irwin McGraw Hill.

Beamish, D W., Killings, J.P., Lecraw, D.J., and Crookell, H. 1994. International Management: Texts and Cases, Irwin, Burr Ridge, Illinois.

Cullen, J.B., 2002. Multinational Management: A Strategic Approach 2nd edition. Thomson Learning, Ohio.

Deresky, H. 2002. International Management – Managing Across Borders and Cultures 4th Edition, Prentice Hall, New Jersey

Ellis, J and Williams, D. 1995. International Business Strategy, Pitman Publishing, London

Fatehi, K. 1996, International management, A Cross-cultural and Functional Perspective, Prentice hall, New Jersey.

Hofstede, G. 1991, Cultures and Organizations, Harper Collins Publishers, Glasgow.

Mead, R. 1994, International Management: Cross-Cultural Dimensions, Blackwell Publishers, Cambridge, Mass.

Michael R. Czinkota, Ilkka A. Ronkainen, Michael H. Moffett, (2004): International Business, 7e (International edition), Thomson, South-Western.

Ohmae, K. 1991, The Borderless World, Harper Collins Publishers, Glasgow.

Rodrigues, C. 1996, International Management: A Cultural Approach, West Publishing, St Paul, MN

Weekly Course Schedule

WEEK/ DATE	TOPIC	CASESTUDY/EXPERIENTIAL ACTIVITY (Group Work-8 students in a group)	CHAPTERS & VIDEOS
1 22.2.10	Introduction of the unit Assessing the environment : Political, economic, legal, technological.	Form Groups Select week and country for CC presentation	Chapter 1 Game Video: Globalisation Debate
2 1.3.10	Managing Interdependence: Social responsibility and Ethics	Form Groups Select week and country for CC presentation Case: Google (Case on BB)	Chapter 2 Video Global Business Ethics
3 8.3.10	Underlying the role of culture	Cross Cultural presentations start Case: Executive stress is related to culture (text book end of chapter case)	Chapter 3 Video: Nidek
4 15.3.10	Communicating across cultures	Case: Monsieur Hulot (text book end of chapter case)	Chapter 4 Video: Nightline: Inside the Kingdom: Life in Saudi Arabia
5 22.3.10	Cross Cultural negotiations and decisions	Experiential exercise: Simulation: <i>"Frankenfoods" or Rice Bowl for the World: The U.S.–EU Dispute over Trade in</i>	Chapter 5 Video : Impact of Culture on Business: Spotlight on Latin

		<i>Genetically Modified Organisms (On BB)</i>	America
6 29.3.10	Strategic Planning	Case: Dell in China (on BB)	Chapter 6 Video: Understanding Entry Modes into the Chinese Market
5.4.10 12.4.10	<u>INTRA SESSION BREAK</u>		NO LECTURES
7 19.4.10	<u>MIDTERM EXAM</u>	NO LECTURE	Syllabus Chapters 1-6
26.4.10	<u>Anzac Day Holiday</u>	NO LECTURE	NO CROSS CULTURAL PRESENTATIONS
8 3.5.10	Global Alliances	Case: Cuc Phuong: A proposed joint venture in Vietnam(On BB)	Chapter 7 Video: World News Tonight: China Inc., IBM Sells PC Division
9 10.5.10	Structures and controls for overseas expansion	Case: Starbucks's International Operations (On BB)	Chapter 8 Video: Printrak International Experiential exercise: a)Global and Local how to have it all b)The apple orange company structure (On BB)

10 17.5.10	Staffing, training and compensation for global operations	Case: A first-time expatriate's experience in a joint venture in China	Chapter 9 Video: Global HRM Individual written case study due 5pm Friday of this week
11 24.5.10	Developing a Global Management team	Case: Infosys's global delivery model(On BB)	Chapter 10 Video: Communicating Effectively in the Global Workplace
12 31.5.10	Motivating and leading	Final class presentations	Chapter 11
13 7.6.10	Course review		

CLASS ASSESSMENTS

Description	Weighting	Due Date
INDIVIDUAL CLASS PRESENTATION	5%	Week 3-12
IN CLASS CASE /EXPERIENTIAL EXERCISE	15%	Week 2-11
INDIVIDUAL WRITTEN CASE STUDY ONLINE SUBMISSION	15%	Week 8
MID-SEMESTER SHORT-ANSWER EXAM	15%	Week 7
FIAL EXAMINATION: VALUE:	50%	Exam period

Assignment 1

INDIVIDUALCROSS CULTURAL CLASS PRESENTATION - DOING BUSINESS IN A COUNTY OF CHOICE

Due Date from Week 3

Value 5%

Length 5-10 minutes

Each week, beginning Week 3, through Week 12, students are required to become 'cultural ambassadors' from a country of their choice or their own country and give a brief talk of 5-10 minutes on 'Doing Business in a country of their choice'. Students need to select their country of choice early and no duplication is allowed. Please refer to this website for selecting the country of your choice: <http://www.infoplease.com/countries.html>

Some issues to be included can be facts and statistics of the country of choice. language and culture, social etiquettes, customs and protocol, business culture, business etiquette, meeting protocol and negotiation techniques, political, economic and social and technological situation . You may if you like upload your presentation for the benefit of other class mates. n Weeks 1 and 2 a list of presenters and dates will be circulated and compiled;

Criteria: There are no marking criteria for this assignment. Each presentation should be for a minimum of 5 minutes and no written report is required. All presentations of at least minimum length will receive the full grade of 5% for their contribution to the unit learning.

Assignment 2

CLASS CASE STUDY /EXPERIENTIAL EXERCISE (Group work)

Due Date From Week 2

Value 15%

Length 1 A4 page

Student groups will be formed in the first week. Each group will consist of 8 students. Student groups will read the case at home and come prepared for discussions in class. After the discussion each group will hand in a case analysis on an A4 sheet of paper. You may put together points and bring them to class

but the analysis has to be hand written in class after discussions. Every week one of the group members will take the initiative to write up the analysis based on the group's feedback. You will not be able to ride on the backs of other team members as only students who are present in class and partake in the group activity will have their names put on the submission document every week.

Criteria: At the end of the semester marks out of 15 will be given to groups based on the quality of the submission and the participation in case discussions. Students not partaking in the case analysis will not have their name on the weekly group submissions and will not be given the mark.

Assignment 3

INDIVIDUAL WRITTEN CASE STUDY - ANALYSIS OF A MEDIA REPORT

Due Date	Week 8
Value	15%
Length	1000-1500 words

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

Students will find a news item on any cross cultural topic area, online or from any other media source like news papers, magazines, radio or TV and explain how it illustrates one or more theoretical principles of cross cultural studies. 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 - 1.500 words of discussion of the chosen case. See examples on Blackboard.

CRITERIA FOR GRADING CASE STUDIES

Application of the findings of authorities in the field to discussion
Clear and logical statements
Reasonable and interesting, original conclusions in relation to the case and to the management of cultural diversity
Evidence of reflection, obvious investment of time and effort
Academic style, including spelling, grammar, paragraphs, layout, references.

(Please attach university assignment sheet for all assignments
http://www.businessandeconomics.mq.edu.au/faculty_docs/student_support/Individual_cover_sheet.pdf)

EXAMINATION

MID TERM EXAM

SHORT-ANSWER EXAM - 15%

Date: Week 7 (19.4.10)

Value: 15%

Venue: RESPECTIVE LECTURE ROOMS AND TIMES

Length: 90 MINUTES

Format: Short answers

In class time, Week 7, (19.4.10) after the break, students will write short answers to 5 questions on topics covered in Weeks 1 through 6.

This will be a 90 minute exam (no lecture will be given and no cultural contributions made in this week). Students will have approximately 17 minutes to answer each question and each is worth a maximum of 3% (total 15%). An example of a previous exam, with suggestions for answers, will be put BB.

FINAL EXAM

Date: TBA University examination period

Venue: Check on University exams time table

Value: 50%

Length: 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 2/5 topics (15 marks each).

RELATIONSHIP BETWEEN ASSESSMENTS AND LEARNING OBJECTIVES

- Demonstrate successful team work
- *Appraise through experiential learning of corporate settings, various business situations*
- Demonstrate professional presentation skills and analytical skills
- Acquire strong conceptual knowledge along with examinable skills in the real time real world corporate cases
- Acquire knowledge on all aspects of conducting global business by conducting in depth research in the country of choice selected for doing business with.
- Critically analyse the assigned cases
- Ability to conform to correct procedures for writing and presenting academic work.
- Ability to combine and collate various items of information in the selected case into an explanatory whole
- Participate in class discussions
- Demonstrate an understanding of the theoretical conceptual and practical issues in cross cultural business by recalling facts theory and examples

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

UNIVERSITY POLICY ON GRADING

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you 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 you realise that 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/rules/Guidelines2003.doc> or
<http://www.mq.edu.au/senate/rules/detailedguidelines.doc>

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

CODE OF CONDUCT

Please turn off your mobile phones while you are in class.

Arrive on time, and unless it is absolutely essential, please refrain from leaving the class in the middle of a discussion.

Students are expected to refrain from unnecessary chatter in class and respect your fellow students.

REFERENCING GUIDELINES

The Harvard Style of referencing is recommended in this unit. Please refer to the University Library website on referencing for further details.

<http://www.lib.mq.edu.au/research/referencing.html>

EXAMINATION

The University Examination period in the First Half Year 2010 is from 9 June to 25 June. 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://www.timetables.mq.edu.au/exam>

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you 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>

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.

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, which is the final day of the official examination period.