

MACQUARIE
UNIVERSITY



FACULTY OF
BUSINESS AND ECONOMICS

BBA 340
CROSS CULTURAL
MANAGEMENT
SEMESTER II, 2010

Department of Business

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

Year and Semester: 2010, SEM II

Unit convenor: DR MEENA CHAVAN

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

TEACHING STAFF

UNIT CONVENOR OFFICE	Dr MEENA CHAVAN E4A level 6 Room 625 Phone 98509026 Fax 98506065
EMAIL	meena.chavan@mq.edu.au
LECTURERS	CHOON-HWA LIM Email: contact@peopleinvest.com.au
TUTORS	DOMINIC SANTANGELO MONICA REN

CONSULTATION TIMES

Dr Meena Chavan consulting hrs
Choon-Hwa Lim consulting hrs

2 pm - 4 pm Wednesdays
Via appointments

CLASSES

CLASSES 2 hour lecture, 2 hour tute, 48 classroom hours

Students will attend 6 tutes of 2 hour duration
in total on alternative weeks.

BBA 340 Lecture_1 Class_01 Wed 11-13 C5C T1 DR MEENA CHAVAN
Tute_01 Wed 13-15 W5C 303 DOMINIC SANTANGELO
Tute_02 Wed 16-18 W5C 211 DOMINIC SANTANGELO
Tute_03 Wed 16-18 W6B 325 MONICA REN
Tute_05 Thu 9-11 W6B 336 CHOON-HWA LIM

BBA 340 / S / 2 / E Lecture_1 Class_02 Wed 18-20 E7B T3 CHOON-HWA LIM
Tute_04 Wed 20-22 E8A 188 CHOON-HWA LIM

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

PRIZES

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

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

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/>

LEARNING OUTCOMES

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.

GRADUATE CAPABILITIES

After completing this unit students should 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;

- 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

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.

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 comprise of seminars of 2 hour duration. 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 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 tutes. 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 ECT. These models are to be used for case analysis and individual case study assignment.

This unit is presented through the following learning media:

- Twelve weekly classroom lectures combined with small group tutorial discussions, case studies, experiential exercise, cross cultural presentations and videos.
- An assessment requirement of this unit is that students shall attend at least 80% of the classes.
- 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 are posted on BB.
- Tutorial activity: Every week one student group will discuss, analyse and present a relevant case study in the tutorials. The other groups will submit an A4 Page analysis of the case, hand written in class.
- 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 "in the 2nd half of the tute.
- Experiential exercises and videos will be discussed during lectures.
- Please note questions based on case studies, experiential exercises and videos will be included in the exams.

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.

WEEKLY COURSE SCHEDULE

WEEK/ DATE	LECTURE TOPIC	TUTORIAL ACTIVITY CASESTUDY/EXPERIENTIAL ACTIVITY (Group Work-5 students in a group)	CHAPTERS & VIDEOS
1 4.8.10	Introduction of the unit Assessing the environment : Political, economic, legal, technological.		Chapter 1 Game Video: Globalisation Debate NO TUTE IN THE FIRST WEEK
2 11.8.10	Managing Interdependence: Social responsibility and ethics	<ul style="list-style-type: none"> • Form Groups A & B • Form case study groups • Select week and country for cross cultural presentation <p>Sample case analysis: Google (Case on BB)</p>	Chapter 2 Video: Global Business Ethics Experiential exercise on Ethics (BB)
3 18.8.10	Underlying the role of culture	<p>Group A Case analysis group presentations and cross cultural presentations start</p> <p>Case: Hollywood and the Rise of Cultural Protectionism (On BB)</p>	Chapter 3 Video: Nidek
4 25.8.10	Communicating across cultures	<p>Group B Case 2.1 : Empowering grass-roots groups to strengthen the cultures of local communities</p>	Chapter 4 Video: Video: Communicating Effectively in the Global Workplace

5 1.9.10	Cross Cultural negotiations and decisions	Group A Case 1.1 Coca-Cola	Chapter 5 Experiential exercise: Simulation: <i>“Franken foods” or Rice Bowl for the World: The U.S.–EU Dispute over Trade in Genetically Modified Organisms (On BB)</i> Video : Impact of Culture on Business: Spotlight on Latin America
6 8.9.10	Strategic Planning	Group B Case 3.2: Starbucks’s International Operations (On BB)	Chapter 6 Video: Understanding Entry Modes into the Chinese Market
7 15.9.10	<u>MIDTERM EXAM</u>	NO LECTURE The midterm exam will be conducted in the tute class rooms.	Syllabus Chapters 1-6
20.9.10-3.10.10	<u>INTRA SESSION BREAK</u>		NO LECTURES
8 6.10.10	Global Alliances DUE: INDIVIDUAL WRITTEN ANALYSIS OF MEDIA ARTICLE (ONLINE SUBMISSION) Deadline: 6.10.10 5pm	Group A Case 3.1: Dell in China (on BB)	Chapter 7 Video: World News Tonight: China Inc., IBM Sells PC Division Experiential exercise: Green suds

<p>9 13.10.10</p>	<p>Structures and controls for overseas expansion</p>	<p>Group B Case2.2: Cuc Phuong: A proposed joint venture in Vietnam(On BB)</p>	<p>Chapter 8 Video: Printrak International Experiential exercise: a) Moon beam: Global and Local how to have it all b)The apple orange company structure (On BB)</p>
<p>10 20.10.10</p>	<p>Staffing, training and compensation for global operations</p>	<p>Group A Case 4.2: A first-time expatriate's experience in a joint venture in China</p>	<p>Chapter 9 Video: Global HRM</p>
<p>11 27.10.10</p>	<p>Developing a Global Management team</p>	<p>Group B Case 4.1: Infosys's global delivery model(On BB)</p>	<p>Chapter 10 Video: Entering the Global Market place: Land's End and Yahoo</p>
<p>12 3.11.10</p>	<p>Motivating and leading</p>	<p>Group A and B Catch up week</p>	<p>Chapter 11 Video: Inside the Kingdom: Life in Saudi Arabia</p>
<p>13 10.10.10</p>	<p>Course review</p>		

CLASS ASSESSMENTS

Description	Weighting	Due Date
INDIVIDUAL CROSS CULTURAL CLASS PRESENTATION	5%	Week 3-12
GROUP CASE PRESENTATION & SUBMISSION	10%	Week 3-12
WEEKLY GROUP A4 PAGE CASE SUBMISSION	10%	Week 3-12
MID-SEMESTER SHORT-ANSWER EXAM	10%	Week 7
INDIVIDUAL WRITTEN ANALYSIS OF A MEDIA ARTICLE (ONLINE SUBMISSION) Deadline 6.10.10- 5 pm	15%	Week 8
FINAL EXAMINATION:	50%	Exam period

Assignment 1

INDIVIDUAL CROSS CULTURAL CLASS PRESENTATION - DOING BUSINESS IN A COUNTRY OF CHOICE.

Due Date	From Week 3-12
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 between 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. Make your presentations interesting by using varied cultural modes. You may if you like upload your presentation for the benefit of other class mates. In week 2 a list of presenters and dates will be circulated and compiled in the tutes.

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.

Important: No more than 10 minutes please due to time constraints. The tutor will stop you if you go on for more than the allocated time.

Assignment 2

CLASS CASE STUDY (Group work)

Due Date From Week 2-12

Value 10%

Student groups will be formed in the first week. Each group will consist of 5 students. Every group will be allocated a weekly case to discuss, present and submit a written analysis in class as per the instructions on BB.

The case analysis report will include:

A. Introduction.

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

C. Conclusion Briefly summarize the essential complexities posed in this case and the significance of optional solutions, recommended solutions and managerial implications)

Marks will be allocated to each of these. Detailed criteria are on the Black Board.

There is no prescribed length for this document as the length will vary in accordance with the case study.

All student groups will read the case and come prepared for questioning the presenting groups. The tutor will lead and monitor the discussions. After the discussion each group will hand in the case analysis on an A4 sheet of paper. Please note you may put together points and bring them to class but the analysis has to be hand written in class after discussions with your group members. Every week one of the group members will take the initiative to write up the analysis based on the group's feedback. Every member of the group must take turns to write up in one of 5 weeks. 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 on the submission document every week. The written submission will fetch students marks out of 15 and at the end of the semester marks out of 10 will be given to groups based on the quality of the groups submission on the weekly A4 sheet and the participation in case discussions.

Assignment 3

INDIVIDUAL WRITTEN ANALYSIS OF A MEDIA REPORT

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

(To be submitted via Blackboard end of Week 8, date 6.10.10 by 5pm)

Students will source a current media article on a cross cultural topic area, online or from any other media source like news papers, magazines, radio or TV and explain and discuss elaborately 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 MEDIA ARTICLE ANALYSIS 15%

Reference to theory and its application Marks 3
Clear and logical statements. Marks 3
Reasonable and interesting, original conclusions in relation to the case and to the management of cultural diversity Marks 3
Evidence of reflection, obvious investment of time and effort. Marks 3
Academic style, including spelling, grammar, paragraphs, layout, references Marks 3.

*(Please attach university assignment sheet for all assignments
[http://www.businessandconomics.mq.edu.au/faculty_docs/student_support/Individual_c
over_sheet.pdf](http://www.businessandconomics.mq.edu.au/faculty_docs/student_support/Individual_c
over_sheet.pdf))*

EXAMINATION MID TERM EXAM

SHORT-ANSWER EXAM - 10%

Date: Week 7 (15.9.10)

Value: 10%

Venue: RESPECTIVE TUTE ROOMS AND TIMES

Length: 90 MINUTES

Format: Short answers

In class time, Week 7, (15.9.10) 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 18 minutes to answer each question and each is worth a maximum of 2% (total 10%). 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: 3 hours plus 10 minutes reading time.

Part A: Case study (10 marks total);

Part B: 4/6 Essay questions (40 marks total).

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

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.htm>

RESEARCH AND PRACTICE

- This unit gives you practice in applying research findings in your assignments
- This unit gives you opportunities to conduct your own research

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.eto.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

	Assessment Task 1	Assessment Task 2	Assessment Task 3	Assessment Task 4
Title/Name	INDIVIDUALCROSS CULTURAL CLASS PRESENTATION - DOING BUSINESS IN A COUNTRY OF CHOICE.	CLASS CASE STUDY ANALYSIS AND PRESENTATION (Group work)	INDIVIDUAL WRITTEN ANALYSIS OF A MEDIA REPORT	MIDTERM EXAM
Description (including length or similar if applicable)	Students are required to become 'cultural ambassadors' from a country of their choice or their own country and give a brief talk between 5-10 minutes on 'Doing Business in a country of their choice'.	Every group will be allocated a weekly case to discuss, present and submit a written analysis in class as per the instructions on BB Length 4-5 pages.	Students will source a current media article on a cross cultural topic area, online or from any other media source like news papers, magazines, radio or TV and explain and discuss elaborately how it illustrates one or more theoretical principles of cross cultural studies.	This will be a 90 minute exam Students will have approximately 18 minutes to answer each question and each is worth a maximum of 2% (Total 10%).
Due date	From week 3	From week 3	Week 8	Week 7 (15.9.10)
% Weighting	5%	10%	15%	10%
Grading method - marking criteria/ standards - expectations in relation to presentation - referencing	Partaking in this activity gets 5%. This assessment is not marked.	Detailed criteria on BB	Reference to theory and its application Marks 3 Clear and logical statements. Marks 3 Reasonable and interesting, original conclusions in relation to the case	

	Assessment Task 1	Assessment Task 2	Assessment Task 3	Assessment Task 4
requirements or refer to attached marking rubric			and to the management of cultural diversity Marks 3 Evidence of reflection, obvious investment of time and effort. Marks 3 Academic style, including spelling, grammar, paragraphs, layout, references Marks 3.	
Submission method	In class	In class	Online	In class
Feedback (type, method, date)	Immediately in class and on BB	In the following week of presentation	In 2 weeks time	Following week
Estimated student workload (hours)	3 hours	3 hours	6-10 hours	4 hours
Learning outcomes assessed				
1	Demonstrate professional presentation skills and analytical skills	Critically analyse the assigned cases	Acquire strong conceptual knowledge along with examinable skills in the real time real world corporate cases	Demonstrate an understanding of the theoretical conceptual and practical issues in cross cultural business by recalling facts theory and examples
2	Acquire knowledge on all aspects of conducting global business by conducting in depth research in the country of choice selected for doing	<i>Appraise through experiential learning of corporate settings, various business situations</i>	Ability to conform to correct procedures for writing and presenting academic work	

	Assessment Task 1	Assessment Task 2	Assessment Task 3	Assessment Task 4
	business with.			
3		Demonstrate successful team work		
4		Demonstrate professional presentation skills and analytical skills		
5		Participate in class discussions		
6		Ability to combine and collate various items of information in the selected case into an explanatory whole		
Graduate capabilities assessed				
1a	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 arguments for adopting particular leadership styles in given situations; and for varying motivational techniques depending on circumstances;	Identify major cultural characteristics, including communication styles, that characterise regions, nations, communities, organisations, groups and individuals;	Review literature and investigative a variety of thought and communication patterns as they affect communication convergence and divergence
1b	Relate knowledge models in cross-cultural communication	Develop critical thinking ability and problem-solving	Present a range of culture-based perspective	

	Assessment Task 1	Assessment Task 2	Assessment Task 3	Assessment Task 4
	to engender broader understanding of differences in order to manage organizational operations in a dynamic workplace and marketplace;	skills through experiential learning activities and case studies;	concerning the need for social responsibility and ethical behaviour in multi-national enterprises;	
1c	Describe major cultural differences in views on strategy for international alliances, including controls, labour relations and management;	Discuss a range of culture-based tactics for international negotiation;		
1d	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.	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.	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.	Enhance generic skills foundation skills of literacy, numeracy and information technology, self-awareness, interpersonal and communication skills, solving; creative thinking, logical argument, leadership and teamwork.

GENERAL EXAMINATION INFORMATION

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. The University's policy on special consideration process is available at

http://www.mq.edu.au/policy/docs/special_consideration/policy.html

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. (Individual Faculties may wish to signal when the Faculties' Supplementary Exams are normally scheduled.)

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.htm>

ACADEMIC HONESTY

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- all academic work claimed as original is the work of the author making the claim
- all academic collaborations are acknowledged
- academic work is not falsified in any way
- when the ideas of others are used, these ideas are acknowledged appropriately.

Further information on the academic honesty can be found in the Macquarie University Academic Honesty Policy at

http://www.mq.edu.au/policy/docs/academic_honesty/policy.htm

GRADES

Please refer to relevant Bachelor Degree rule in the Handbook of Undergraduate Studies. Grades

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. In fact it does something like the opposite, in requiring examiners to explain their actions if more than 20% of students fail in a 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://senate.mq.edu.au/rules/Guidelines2003.doc> or <http://senate.mq.edu.au/rules/detailedguidelines.doc>.

GRADING APPEALS AND FINAL EXAMINATION SCRIPT VIEWING

If, at the conclusion of the unit, you have performed below expectations, and are considering lodging an appeal of grade and/or viewing your final exam script please refer to the following website which provides information about these processes and the cut off dates in the first instance. Please read the instructions provided concerning what constitutes a valid grounds for appeal before appealing your grade.

http://www.businessandconomics.mq.edu.au/for/new_and_current_students/undergraduate/admin_central/grade_appeals.

SPECIAL CONSIDERATION

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. A special consideration policy exists to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. The policy is available at:

http://www.mq.edu.au/policy/docs/special_consideration/procedure.html

STUDENT SUPPORT SERVICES

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

[Individual Unit Conveners may wish to add Unit/ Faculty specific support e.g. BESS, Room, PAL, E4B Consultation Room.]

IT CONDITIONS OF USE

Access to all student computing facilities within the Faculty of Business and Economics is restricted to authorised coursework for approved units. Student ID cards must be displayed in the locations provided at all times.

Students are expected to act responsibly when utilising University IT facilities. The following regulations apply to the use of computing facilities and online services:

- Accessing inappropriate web sites or downloading inappropriate material is not permitted. Material that is not related to coursework for approved unit is deemed inappropriate.
- Downloading copyright material without permission from the copyright owner is illegal, and strictly prohibited. Students detected undertaking such activities will face disciplinary action, which may result in criminal proceedings.

Non-compliance with these conditions may result in disciplinary action without further notice.

Students must use their Macquarie University email addresses to communicate with staff as it is University policy that the University issued email account is used for official University communication.