

MACQUARIE
UNIVERSITY



FACULTY OF
BUSINESS AND ECONOMICS

Unit code: BBA 340
Unit Name: CROSS CULTURAL
MANAGEMENT

First Semester, 2011

Department of Marketing and Management

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

Year and Semester:	2011, SEM 1
Unit convenor	DR MEENA CHAVAN
Prerequisites / Corequisites	NIL
Credit points	3

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

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 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.

TEACHING STAFF

UNIT CONVENOR
OFFICE

Dr MEENA CHAVAN
E4A level 6 Room 625
Phone 98509026
Fax 98506065

EMAIL

meena.chavan@mq.edu.au

TUTORS

CHOON-HWA LIM
contact@peopleinvest.com.au
MONICA REN
monica.ren@mq.edu.au
FRANCES CHANG
frances.chang@mq.edu.au

CONSULTATION TIMES

Dr Meena Chavan consulting hrs
Please email the lecturer for an appointment.

2 pm - 4 pm Tuesdays

Tutors

E4A Level 6, Room 625
Via appointments

CLASSES

- Number and length of classes: 3 hours face-to-face teaching per week, consisting of 1 x 2 hour lecture and 1 x 1 hour tutorial.
- The timetable for classes can be found on the University web site at: <http://www.timetables.mq.edu.au/>
- Once the tutorial groups are formed, students cannot change their classes.
- Attendance will be taken in the tutorials.

- Warning: You must attend at least 10 of the 12 tutorials – failure to do so will lead to major deduction from your group-work contribution.
- Medical certificates must be provided if you are not able to attend a class without incurring a penalty.
- Students are expected to arrive on time, and not to leave until the class ends.
- If you have a recurring problem that makes you late, or forces you to leave early, have the courtesy to discuss this with your lecturer/tutor.
- Students must be quiet during classes, unless of course when class participation is required.
- Mobile phone must be turned OFF and not simply set to 'silent'.
- All laptops must be turned OFF in class.
- Students who disturb or disrupt in lectures and tutorial class will be asked to leave.
- All students have to complete two peer assessments, one for the case study presentation and the other on the pitch project.
- The lecturer has the final say in the adjustment of group-work marks taking into account peer assessment ratings.

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

DISCIPLINE SPECIFIC CAPABILITIES

- An ability to gain an appreciation of Australia's options in the global market-place, based on the application of macroeconomic theory
- An awareness of the different kinds of regional trade groups and organisations within the global economy
- An appreciation of diverse cultures and how they impact on business
- Understand the fundamentals of trade patterns within the global economy
- Understanding of the economic, environmental, societal, technological, legal and political forces that affect international business
- Understanding of how managing an international business operation differs from a domestic operation
- Understanding the process of developing and implementing an internationalisation strategy for a business
- An ability to devise different strategies to enter and compete successfully in the global marketplace
- Understand the key economic and business organisations which facilitate engagement with global business

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 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 tutes and participate in case discussions, missing classes and not participating in case 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 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 and also hand in a written submission of the case analysis.
- 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 every alternate week during the tutes.
- Videos will be shown after the lecture.
- Please note questions based on case studies, experiential exercises and videos will be included in the exams.

WEEKLY COURSE SCHEDULE

WEEK/ DATE	LECTURE TOPIC	TUTORIAL ACTIVITY CASESTUDY/EXPERIENTIAL ACTIVITY (Group Work-5 students in a group)	CHAPTERS & VIDEOS
Week 1 21/02/11	Introduction of the unit Assessing the environment : Political, Economic, Legal, Technological		Chapter 1 Video: Globalisation Debate NO TUTE IN THE FIRST WEEK
Week 2 28/02/11	Managing Interdependence: Social responsibility and ethics	<ul style="list-style-type: none"> • Form case study groups and pick a case study and week in the draw • Select week and country for cross cultural presentation • Weblink to list of countries can be found in the unit outline. 	Chapter 2 Video: Global Business Ethics Experiential exercise on Ethics (BB)- Discussions on BB
Week 3 07/03/11	Underlying the role of culture	Case analysis group presentations and cross cultural presentations start Case study : MTV networks: the Arabian challenge	Chapter 3 Video: Nidek
Week 4 14/03/11	Communicating across cultures	Cross cultural presentation	Chapter 4 Video: Video: Communicating Effectively in the Global Workplace

Week 5 21/03/11	Cross Cultural negotiations and decisions	Case Study :Ebay in Japan: strategic and cultural missteps	Chapter 5 Video : Impact of Culture on Business: Spotlight on Latin America Experiential exercise: Simulation: <i>“Franken foods” or Rice Bowl for the World: The U.S.–EU Dispute over Trade in Genetically Modified Organisms (Discussions on BB)</i>
Week 6 28.3.11	Strategic Planning	Cross cultural presentation	Chapter 6 Video: Understanding Entry Modes into the Chinese Market
Week 7 4/04/11	Cross cultural movie review	Case Study: Nokia: Business interests vs. German pressures	
Week	<u>INTRA SESSION BREAK</u>	11/4/11 to 22/4/11	NO LECTURES
Week 8 25/04/11	Global Alliances	Cross cultural presentation DUE: INDIVIDUAL WRITTEN ANALYSIS OF MEDIA ARTICLE (ONLINE SUBMISSION) Deadline: 25.4.11 5pm	Chapter 7 Video: World News Tonight: China Inc., IBM Sells PC Division

			Experiential exercise: Green suds (Discussions on BB)
Week 9 02/05/11	Structures and controls for overseas expansion	Case study: Starbuck's International Operations	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)
Week 10 09/05/11	Staffing, training and compensation for global operations	Cross cultural presentation	Chapter 9 Video: Global HRM
Week 11 16.05.11	Developing a Global Management team	Case Study :Ebay in Japan: strategic and cultural missteps	Chapter 10 Video: Entering the Global Market place: Land's End and Yahoo
Week 12 23/05/11	Motivating and leading	Cross cultural presentations & Case : The 2009 Chrysler-Fiat strategic alliance.	Chapter 11 Video: Inside the Kingdom: Life in Saudi Arabia
Week 13 30/05/11	Course review		

CLASS ASSESSMENTS

Description	Weighting	Due Date
INDIVIDUAL CROSS CULTURAL PRESENTATION	5%	Week 3-12
GROUP CASE PRESENTATION & WRITTEN SUBMISSION	25%	Week 3-12
INDIVIDUAL WRITTEN ANALYSIS OFA MEDIA ARTICLE (ONLINE SUBMISSION) DEADLINE 5 PM - 25/04/11	20%	Week 8
FINAL EXAMINATION: period	50%	Exam

Assignment 1 CROSS CULTURAL PRESENTATION

INDIVIDUALCROSS CULTURAL CLASS PRESENTATION - DOING BUSINESS IN A COUNTY 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'. Please note the emphasis should be on "DOING BUSINESS". 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

CLASS CASE STUDY (Group work)

Due Date From Week 2-12

Value 20%

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 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. You will not be able to ride on the backs of other team members as only students who partake in the group activity will have their names on the submission document . The written submissions will fetch students marks out of 15 and 10 marks are reserved for presentation. Please note presentation marks will not be a common group mark but individual student will be given a mark as per their presentation skills. Presentation criteria on BB.

Assignment 3 MEDIA REPORT ANALYSIS

INDIVIDUAL WRITTEN ANALYSIS OF A MEDIA REPORT

Due Date Week 8 - 25.4.11

Value 25%

Length 1000-1500 words

(To be submitted via Blackboard end of Week 8, date **25.4.11** by 5pm)

Students will source a current(last 5-10 years) 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 20%

Reference to theory and its application Marks 4

Clear and logical statements. Marks 4

Reasonable and interesting, original conclusions in relation to the case and to the management of cultural diversity Marks 4

Evidence of reflection, obvious investment of time and effort. Marks 4

Academic style, including spelling, grammar, paragraphs, layout, references Marks 4.

(Please attach university assignment sheet for all assignments

http://www.businessandconomics.mq.edu.au/faculty_docs/student_support/Individual_cover_sheet.pdf

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).

A final examination is included as an assessment task for this unit to provide assurance that:

- i) the product belongs to the student and
- ii) the student has attained the knowledge and skills tested in the exam.

A 3-hour final examination for this unit will be held during the University Examination period.

Successful completion of the unit is conditional on a satisfactory assessment in the final exam.

The University Examination period in First Half Year 2011 is from 6 to 24 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. (Individual Divisions may wish to signal when the Division's Supplementaries 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>

RELATIONSHIP BETWEEN ASSESSMENTS AND LEARNING OUTCOMES

- 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 RESEARCH 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

	Assessment Task 1	Assessment Task 2	Assessment Task 3
Title/Name	INDIVIDUALCROSS CULTURAL CLASS PRESENTATION - DOING BUSINESS IN A COUNTY OF CHOICE. 5%	CLASS CASE STUDY ANALYSIS AND PRESENTATION (Group work) 25%	INDIVIDUAL WRITTEN ANALYSIS OF A MEDIA REPORT 20%
Description <i>(including length or similar if applicable)</i>	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.
Due date	From week 3	From week 3	Week 8

	Assessment Task 1	Assessment Task 2	Assessment Task 3
% Weighting	5%	25%	20%
Grading method - marking criteria/ standards - expectations in relation to presentation - referencing requirements or refer to attached marking rubric	Partaking in this activity gets 5%. This assessment is not marked.	Detailed criteria on BB	Reference to theory and its application Marks 4 Clear and logical statements. Marks 4 Reasonable and interesting, original conclusions in relation to the case and to the management of cultural diversity Marks 4 Evidence of reflection, obvious investment of time and effort. Marks 4 Academic style, including spelling, grammar, paragraphs, layout, references Marks 4.
Submission method	In class	In class	Online
Feedback (<i>type, method, date</i>)	Immediately in class and on BB	In the following week of presentation	In 2 weeks time
Estimated student workload (hours)	3 hours	3 hours	6-10 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
2	Acquire knowledge on all aspects of conducting global business by	<i>Appraise through experiential learning of</i>	Ability to conform to correct procedures for writing and presenting

	Assessment Task 1	Assessment Task 2	Assessment Task 3
	conducting in depth research in the country of choice selected for doing business with.	<i>corporate settings, various business situations</i>	academic work
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;
1b	Relate knowledge models in cross-cultural communication to engender broader understanding of differences in order to	Develop critical thinking ability and problem-solving skills through experiential learning activities	Present a range of culture-based perspective concerning the need for social responsibility and ethical behaviour in

	Assessment Task 1	Assessment Task 2	Assessment Task 3
	manage organizational operations in a dynamic workplace and marketplace;	and case studies;	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.

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

Macquarie University uses the following grades in coursework units of study:

HD - High Distinction

D - Distinction

CR - Credit

P - Pass

F - Fail

Grade descriptors and other information concerning grading are contained in the Macquarie University Grading Policy which is available at:

<http://www.mq.edu.au/policy/docs/grading/policy.html>

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>.

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.