



GRADUATE ACCOUNTING AND COMMERCE CENTRE

DIVISION OF ECONOMIC AND FINANCIAL STUDIES

BUS854 and OLBUS854
Managing cultural diversity in business

UNIT OUTLINE

Semester 1 Year 2007

ABOUT THIS UNIT

ASSUMED KNOWLEDGE:

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

UNIT DESCRIPTION AND CREDIT POINTS:

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

UNIT OBJECTIVES:

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

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

TEACHING STAFF

Lecturer: Dr Elizabeth Christopher

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CLASSES

The unit is offered on-campus and via the internet for distance learning as **OLBUS854**.

CLASS TIMES:

Wednesdays, 10 am -1 pm in Building E4B Room 316

The class will be repeated on Friday evenings, 6 - 9 pm, E4B 316

FACE TO FACE STUDY HOURS: 3 hours per week.

CONSULTATIONS: before or after each session or by appointment.

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

SET TEXT

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

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

UNIT WEB PAGE

Online address for students to get passwords to access this Unit via WebCt:

<http://online.mq.edu.au/public/BUS854>

If students know their password they can go straight to:

<http://online.mq.edu.au> and log in. For help with WebCT: Student IT Help Desk, Level 1, Library or email support@library.mq.edu.au

Web: <http://www.lib.mq.edu.au/support/ihelp>

Further online library assistance is available at:

<http://www.lib.mq.edu.au/justask>

LEARNING OUTCOMES

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

- * Sketch the 'big picture' in which global trade and government forces operate; and summarise the major challenges faced by international managers (political, legal, economic and technological);
- * Present the arguments for and against social responsibility and ethical behaviour in multi-national enterprises;
- * Identify major cultural characteristics, including communication styles, that characterise regions, nations, communities, organisations, groups and individuals;
- * Discuss tactics for international negotiation;
- * Describe common strategies for international alliances, including controls, labour relations and management;
- * Present arguments for adopting particular leadership styles in given situations; and for varying motivational techniques depending on circumstances;
- * Enhance generic skills (logical argument; critical thinking, leadership and teamwork, writing skills and problem solving).

TEACHING AND LEARNING STRATEGY

This unit is presented on campus through three media:

1. A weekly classroom lecture combined with class discussion.

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

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

3. The students themselves.

Nobody wants to listen to a lecture for 3 hrs every week. Much learning will be from peers. Students are expected to attend as many classes as they can and to offer themselves as a learning resource. All students will each give a short talk (15 minutes approx) individually or in twos and threes, Weeks 3 through 10, on a specific aspect of their culture (topic to be negotiated).

ASSESSMENT:

In order to pass this Unit students will be expected to contribute about 6,000 words total in written assignments and the examination.

Specifically they will:

- 1. Give a short presentation to the class on relevant aspects of their culture – see list of topics (10 marks total, no written report required). Presentations will begin Week 3.
- 2. Write a case study on one of the topics provided (guidelines online) 20 marks max, approx 2,000 words)
- 3. Participate in a group research project, including a class presentation, and submit a written report (guidelines online, 20 marks. approximately 2,000 words),
- 4. Sit a 2-hour end-of-semester written exam (50 marks; approx 2,000 words, sample exam online)

Students will need to:

- - complete all coursework and gain at least 25/50 marks in total for assignments, to be eligible to sit the exam;
- - achieve at least a 50% pass in the final exam (25/50).

TIMETABLE

Week 1 Overview

Week 2 Going global

Week 3 Social responsibility and ethics

Week 4 The role of culture

Week 5 Communication

Week 6 Negotiations and decisions

Week 7: International strategies

Week 8: Global alliances, structures and controls.

Week 9: Workforce diversity and international management

Week 10: Leadership and motivation.

Weeks 11 and 12: group reports and discussion

Week 13: Examination (2 hours plus 10 minutes' reading time)

RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

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

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

2. Group research project, including a class presentation, and a written report: learning outcomes are to provide students with the opportunity to demonstrate the following:

- Theoretical and practical knowledge of the three major methods for academic research: interviews/case studies; surveys; and unobtrusive or non-intervention methods;
- Ability to work as a member of a task-oriented and multi-cultural team;
- Leadership qualities: the management of workforce diversity;
- Increased ability to write academic reports (based also on experience gained and feedback from the case study assignment).

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

- They have **learned** something from study of BUS854 (i.e. that they know more now on the topic of managing cultural diversity in business than they did before they enrolled in the unit);
- They **understand** what they have learned, i.e. it was not all rote learning and memorisation;
- They can **apply** this knowledge inductively and deductively through analysis, synthesis and evaluation, to relevant aspects of the management of cultural diversity in real life.

ASSESSMENT TASKS INCLUDING WORD LENGTH

1. INDIVIDUAL CLASS PRESENTATION

Each week, beginning Week 3, through Week 10, student(s) will become 'cultural ambassadors' by informing the class of aspects of their cultural heritage. In Weeks 1 and 2 a list of presenters and dates will be compiled and some examples provided of presentations by former students. Each

presentation is expected to last between 5 and 15 minutes and no written report is required.

Total of 10 marks for this assignment.

2. WRITTEN ANSWERS TO ANY 2 CASE STUDIES, FROM 10 PROVIDED.

Students are required to answer the question that follows each case, using an essay writing style as specified in the guidelines for the Unit (see "Guidelines for essay writing" and "How to cite references correctly" online).

10 marks each case study, 20 marks total

Due date: Weeks 7 (week before break) and 10.

Submission: by WebCt.

Length: answers to each case should total approximately 1,000 words (i.e about 500 words per question). Students should expect to write about 2,000 words total for this assignment.

3: TAKE PART IN A GROUP RESEARCH PROJECT.

Groups of 3-4 people should be formed by Week 4.

One or more members of each group will make summarise its project to the class, in a presentation of about 15 minutes' duration, beginning Week 12 and continuing in Week 11 if the class is large. Full written reports must be submitted by the end of Week 12 for comments & grades to be returned before the exam. Reports should conform in style and content to academic standards for report writing.

Project guidelines, recommended readings and suggestions for research projects are all online - or consult Elizabeth about choice of topic. Students will need to consult textbook(s) on research methods (reading list online).

This assignment is worth a total of 20 marks including class presentation and written report.

Due date for report: Week 12; submission by WebCt.

Length of report: approximately 2,000 words.

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

Lecture slides will be on WebCT each week. Each week's topic goes with the relevant chapter in Helen Deresky International Management

NOTE: Students may be penalised if they do not submit each item of coursework by the due date, including work required for class.

If Elizabeth does not acknowledge any electronic communication from any student within 24 hours, **she has not received it!**

EXAMINATION

3. EXAMINATION: VALUE: 50%

Date: last week of classes (Week 13): 2 hours (plus 10 minutes' reading time).

Part A: Case study; 3 questions 10 marks each (30 marks total);
Part B: 2 short discussions on any 2/6 topics (10 marks each).

- Sample exam paper online.
- Dictionaries are permitted in the exam

Only exceptions to sitting the examination at the designated time will be because of documented illness or unavoidable disruption. In these circumstances 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>

You are advised that it is Macquarie University policy not to set early or delayed examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, i.e. the final day of the official University examination period, and can attend the exam at the designated time and place.

PLAGIARISM

The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. 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: <http://www.student.mq.edu.au/plagiarism/>

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

UNIVERSITY POLICY ON GRADING

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. 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/MQUonly/Issues/Guidelines2003.doc> or <http://www.mq.edu.au/senate/MQUonly/Issues/detailedguidelines.doc>.

STUDENT SUPPORT SERVICES

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

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

These skills include:

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

Communication skills for effective presentation and cultural understanding;

- Critical analysis skills to evaluate, synthesise and judge;

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

Source: Macquarie University Handbook