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 globalisation 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 is significant as it 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 organisational 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 the 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**
  Dr MEENA CHAVAN  
  meena.chavan@mq.edu.au

- **LECTURER**
  CHOON-HWA LIM  
  contact@peopleinvest.com.au

- **TUTORS**
  Frances Chang  
  frances.chang@mq.edu.au
  Mark Tayar  
  Mark.tayar@mq.edu.au
  Dominik Chahabadi  
  dominik.chahabadi@mq.edu.au

**CONSULTATION TIMES**

Dr Meena Chavan consulting hours  
By Appointment  
Wednesdays 11 am - 1 pm  
E4A Level 6, Room 625

Choon Hwa Lim  
Before or after class only

Tutors  
Before or after class only

**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:  
https://timetables.mq.edu.au/2012/

*Tutorial changes can ONLY be made through e-student. Students wishing to change tutorial times should log onto e-student and enrol in a class where there is a vacancy. All questions of an administrative nature in respect of tutorial allocation should be addressed to the Teaching Administrator, in Bldg E4A level 6.*
**Absences in lectures and tutorials**

Attendance will be taken in the tutorials and lectures. You must attend all tutes and lectures. Medical certificates must be provided if you are not able to attend a class without incurring a penalty. Please read the full policy located at:  
http://www.mq.edu.au/policy/docs/special_consideration/policy.html

*The form is available at:*


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, this will not be allowed as it interrupts the class.

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’.

Students who disturb or disrupt in lectures and tutorial class will be asked to leave.

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**PRIZES**

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

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**REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS**

**TEXT:** Elizabeth Christopher & Helen Deresky, 2nd edition, 2011: International Management: (Pearson Education Australia)  
ISBN9781442539679  
ISBN10 1442539674

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.

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

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**TECHNOLOGY USED AND REQUIRED**

Students are required to use information technology in this unit. Students will need to use:

- Library databases to source materials for the research reports, which are
accessed electronically for conducting research for assignments;
- Electronic (internet) access to ilearn to download unit outlines and upload assignments or other materials required for class activities and assignments;
- Microsoft word and Power point (where applicable) for the research reports and presentations.

You can check that your computer’s software and hardware compatibility with Macquarie University standard requirements at: https://learn.mq.edu.au/webct/RelativeResourceManager/25994001/Public%20Files/uw/softw

UNIT WEB PAGE

Course material is available on the learning management system (ilearn)
The web page for this unit can be found at: https://ilearn.mq.edu.au/login/MQ/

If you are unable to access the website because you are not aware of or have forgotten your username and password, please contact the IT helpdesk located on Level 1 of the Library on 9850 6500. The IT helpdesk will also be able to assist you with using ilearn. Please note that there is also a help feature in ilearn and you may refer to this instead for assistance in using ilearn. Please remember to log out when you have finished using ilearn. Failure to do so could result in unauthorised access to your ilearn account.

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

In addition to the discipline-based learning objectives, all academic programs at Macquarie seek to develop the capabilities the University’s graduates will need to develop to address the challenges, and to be effective, engaged participants in their world.
TEACHING AND LEARNING STRATEGY

This unit will be taught via the participant-centered and 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 hours 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, Tropmenaars, and Edward Hall ECT. These models are to be used for case analysis, individual case study assignment and media article analysis. This unit is presented through the following learning media:

- Thirteen weekly classroom lectures combined with small group tutorial discussions, case studies, in lecture experiential exercise and videos.
- Students must attend at least 80% of the classes (lectures & tutes)
- Lectures are supported online on ilearn: http://ilearn.mq.edu.au
  Lecture notes, assignment details, assessment methods, case studies, reading and reference materials and a sample exam paper are posted on ilearn.
- Tutorial activity: Every week one student group will discuss, analyse and present a relevant case study in the tutorials. Tutors will discuss the case in class. Individual students will come prepared with a one A4 page case analysis which will be submitted in class every week.
- All students will upload a research report on “Doing Business in a country of their choice” on ilearn in week 4 and analyse a media article on cross-cultural issues in week 7.
<table>
<thead>
<tr>
<th>WEEK/DATE</th>
<th>LECTURE TOPIC</th>
<th>TUTORIAL ACTIVITY</th>
<th>CHAPTERS &amp; VIDEOS</th>
</tr>
</thead>
</table>
| Week 1 27.02.12 | Introduction to the unit  
Assessing the environment: Political, Social, Economic, Legal, Technological | Please read the case study “Hollywood and the Rise of Cultural Protectionism” for the first tutorial class next week. This case is on iLEARN. | Chapter 1  
Video: Globalisation Debate  
**NO TUTE IN THE FIRST WEEK** |
| Week 2 05.03.12 | International social responsibility: the ethics of interdependence | Select a country of your choice for first assignment  
Form case study groups and pick a case study in the draw.  
Sample case study will be discussed: Hollywood and the Rise of Cultural Protectionism | Chapter 2  
Video: Global Business Ethics |
| Week 3 12.03.12 | Understanding the role of culture | Case study: Siemens | Chapter 3  
Video: Nidek |
| Week 4 19.03.12 | Communicating across cultures | Case study: MTV Networks: The Arabian Challenge  
*Cross cultural research report submission online* | Chapter 4  
Video: Communicating Effectively in the Global Workplace |
| Week 5 26.03.12 | 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 |
| Week 6 02.04.12 (Public holiday on Friday 6th April) | Strategic Planning | Case study: ABB Strategic Rise, Decline and Renewal | Chapter 6
|               |                                      | Video: Understanding Entry Modes into the Chinese Market |
| 09.04.12-16.04.12 | RECESS                              | INTRA SESSION BREAK | RECESS |
| Week 7 23.04.12 (Public holiday Wed 25th April) | Structures and controls for overseas expansion | Case study: Alibaba Individual written analysis of media report. Online submission deadline: 23.04.11 @ 5pm | Chapter 7
|               |                                      | Video: World News Tonight: China Inc., IBM Sells PC Division |
| Week 8 30.04.12 | Business relationships | Case study: Nokia (B): Business Interests vs German Pressures | Chapter 8
|               |                                      | Video: Printrak International |
| Week 9 07.05.12 | International patterns of employment | Case study: The International Committee of the Red Cross | Chapter 9
<p>|               |                                      | Video: Global HRM |</p>
<table>
<thead>
<tr>
<th>Week 10 14.05.12</th>
<th>The roles of women and minorities in international business: discrimination and prejudice in industry and government</th>
<th>Case study: The 2009 Chrysler-Fiat strategic alliance</th>
<th>Chapter 10 Video: Entering the Global Market place: Land's End and Yahoo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 11 21.05.12</td>
<td>Motivation and leading Part I</td>
<td>Case study: Tata</td>
<td>Chapter 11 Video: Inside the Kingdom: Life in Saudi Arabia</td>
</tr>
<tr>
<td>Week 12 28.05.12</td>
<td>Motivation and leading Part II</td>
<td>Case study: Google Country Experiences</td>
<td>Exam case study review</td>
</tr>
<tr>
<td>Week 13 04.06.12</td>
<td>Course review</td>
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## CLASS ASSESSMENTS

**Description**

<table>
<thead>
<tr>
<th>No</th>
<th>Assignment</th>
<th>Weightage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>REPORT CROSS CULTURAL RESEARCH REPORT (INDIVIDUAL ONLINE SUBMISSION)</td>
<td>10%</td>
<td>Week 4</td>
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<td>Online submission deadline: Week starting 23.03.12 @ 5PM on Friday.</td>
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<tr>
<td>2.</td>
<td>CASE STUDY/ PRESENTATION TUTORIAL IN-CLASS ACTIVITY</td>
<td>10%</td>
<td>Week 3-13</td>
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<tr>
<td></td>
<td>a) GROUP CASE PRESENTATION</td>
<td>10%</td>
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<td></td>
<td>b) INDIVIDUAL SUBMISSION OF CASE ANALYSIS EVERY WEEK (One A4 Page)</td>
<td>10%</td>
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<tr>
<td>3.</td>
<td>REPORT INDIVIDUAL WRITTEN ANALYSIS OF A MEDIA ARTICLE (ONLINE SUBMISSION)</td>
<td>20%</td>
<td>Week 7</td>
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<td>Online submission deadline: 23.04.12 @ 5pm</td>
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<tr>
<td>4.</td>
<td>FINAL EXAMINATION</td>
<td>50%</td>
<td>TBA</td>
</tr>
</tbody>
</table>

**Assignment 1** INDIVIDUAL CROSS CULTURAL RESEARCH REPORT ONLINE- DOING BUSINESS IN A COUNTY OF CHOICE.

- **Due Date**: Week 4- 23.03.12 @ 5PM
- **Value**: 10%
- **Length**: 1200 words +/- 10% (Includes referencing)
  - There is a penalty of 5% for not adhering to the word limit.

Students are required to become ‘cultural ambassadors’ from a country of their choice or their own country and write a research report 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. Please refer to this website for selecting the country of your choice: http://www.infoplease.com/countries.html. The assignment starts with an introduction to the country; the main body will include specific issues such as 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. Please include the above under the following subtitles. You must adhere to the subtitles below. The assignment will end with a conclusion section.

- Background to Business plus:
- Country history and geography
- Business Structures
- Management Style
- Meetings
- Team Working
- Communication Styles
- Women in Business
- Business Dress Code
- Top Tips
- Cultural, social, economic, and political climate
- Successful Entertaining
- Facts and Figures

Make your research report interesting via using varied references. Please note random assignments will be put through turn-it-in and offenders of plagiarised work will be given a 0 mark. If your work is sourced from online references, from the web and has no book, journal article or media references your report will lack adequate research.

Feedback: Marks and feedback will be provided in 2 weeks time
Assignment 1 Marking Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction - Brief, interesting, attention grabbing</td>
<td>1</td>
</tr>
<tr>
<td>Main Body - Use of significant research in relation to the sub topics mentioned above topic. Compliance to the structure. Depth and breadth of topic covered.</td>
<td>5</td>
</tr>
<tr>
<td>Conclusion - Summary of the report.</td>
<td>1</td>
</tr>
<tr>
<td>Language - Clear simple but professional writing.</td>
<td>1</td>
</tr>
<tr>
<td>Paraphrasing, structuring, grammar and word limit.</td>
<td></td>
</tr>
<tr>
<td>Referencing - All sources to be appropriately referenced. List of references and in-text references should match. Harvard style referencing.</td>
<td>2</td>
</tr>
</tbody>
</table>

Assignment 2 CLASS CASE STUDY ANALYSIS PRESENTATION (Tutorial group work)

Due Date from Week 2-13

Value 20%

a) 10% Group Tute presentation
b) 10% In class group discussion and A4 page case analysis submission

10-12 student groups will be formed in the first week. Each group will consist of 2 or 3 students and each of these groups will be allocated a weekly case to discuss and present in class. The case allocation will be done in a draw in the first tute. Every student will read the case and come ready with an A4 page case analysis prepared for questioning the presenting group and partaking in discussions led and monitored by the tutor. Students will be noted for their participation in class. You will not be able to ride on the backs of other team members as individual students will be marked as per their presentation skills. Presentation marking criteria can be seen on ilearn. At the end of the tute all students will hand in their individual A4 case analysis to the tutor.

The A4 case analysis report will include the following in brief:

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, and 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 ilearn.

Assignment 3 INDIVIDUAL WRITTEN ANALYSIS OF A MEDIA REPORT

Due Date Week 7- Online submission deadline: 23.04.12 @ 5pm

Value 20%

Length 1000-1500 words +/- 10%
There is a penalty of 5% for not adhering to the word limit
(To be submitted via ilearn.)

Students will source a current (last 5 years) media article on a cross cultural topic area, online or from any other media source like newspapers, 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 a weblink to the article should suffice. Students will be expected to write about 1,000 - 1.500 words of discussion of the chosen case. See examples on ilearn.

Assignment 2 Marking Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference to theory and its application</td>
<td>4</td>
</tr>
<tr>
<td>Clear and logical statements</td>
<td>4</td>
</tr>
<tr>
<td>Reasonable and interesting, original conclusions in relation to the case and to the management of cultural diversity</td>
<td>4</td>
</tr>
<tr>
<td>Evidence of reflection, obvious investment of time and effort</td>
<td>4</td>
</tr>
<tr>
<td>Academic style, including spelling, grammar, paragraphs, layout, references</td>
<td>4</td>
</tr>
</tbody>
</table>

Please note assignment sheet is not required when submitting online assignments. Please note late submissions will not be accepted for any assignment.
**FINAL EXAM**

Date: TBA University examination period

Venue: Please check out the University exams time table

Value: 50%

Length: 3 hours plus 10 minutes reading time.

Part A: Case study (10 marks total): A new case study which has not been attempted in class will be examined in the final exam. This case study will be identical to the ones that you analyse in the tutes every week. Questions from case studies that you have attempted during the tutes will not be questioned in the final exam.

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

The essay questions will include:

a) Question from videos

b) Questions from the chapters. Essay type responses evaluating understanding of the content of lectures and tutes.

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.

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](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](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

RESEARCH AND PRACTICE

This unit gives you opportunities to conduct your own research and gives you practice in applying research findings in your assessments. This unit uses research from external sources, namely academic journals and books listed in the unit outline, to support your learning of cross cultural concepts and theories.

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
<table>
<thead>
<tr>
<th>Assessment Task 1</th>
<th>Assessment Task 2</th>
<th>Assessment Task 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title/Name</strong></td>
<td>REPORT Cross cultural research report</td>
<td>CASE STUDY PRESENTATION Tutorial Activity: Class case study analysis and presentation</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>Students are required to become ‘cultural ambassadors’ from a country of their choice or their own country and upload a research report online on iLEARN on ‘Doing Business in a country of their choice’. Length A4 -1 page.</td>
<td>Every group will be allocated a weekly case to discuss &amp; present and all students will read the case and come prepared to discuss and defend and submit a written case analysis in class as per the instructions on ilearn.</td>
</tr>
<tr>
<td><strong>Due date</strong></td>
<td>Week 4 -23.03.12 @ 5PM on Friday</td>
<td>Week 7 - 23.04.12 @ 5pm</td>
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<tr>
<td><strong>% Weighting</strong></td>
<td>10%</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Grading method</strong></td>
<td>Marking Criteria: Introduction Main body Conclusion Language Referencing</td>
<td>Detailed criteria on ilearn</td>
</tr>
<tr>
<td><strong>Due date</strong></td>
<td>Week 4 -23.03.12 @ 5PM on Friday</td>
<td>Week 7 - 23.04.12 @ 5pm</td>
</tr>
</tbody>
</table>

**Grading method**

- **Marking criteria/standards**
  - Expectations in relation to presentation - referring to attached marking rubric

**Final Examination**

- Closed book exam
- 3 hours
- Case study
- Video questions
- Essay questions
<table>
<thead>
<tr>
<th>Assessment Task 1</th>
<th>Assessment Task 2</th>
<th>Assessment Task 3</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>layout, references</td>
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<tr>
<td>Submission method</td>
<td>Online</td>
<td>Online</td>
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<td></td>
<td>In class</td>
<td>Online</td>
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<td>Online</td>
<td>On Campus</td>
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<tr>
<td>Feedback</td>
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<td>date)</td>
<td>In 2 weeks time</td>
<td>In the following week of presentation</td>
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<td>In 2 weeks time</td>
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<tr>
<td>Estimated</td>
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<td>10 hours</td>
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<td>student</td>
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<td>10 hours</td>
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<td>workload (hours)</td>
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<td>25 hours</td>
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<tr>
<td>Learning</td>
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<td>outcomes</td>
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<tr>
<td>assessed</td>
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<tr>
<td>1</td>
<td>Demonstrate professional presentation skills and analytical skills</td>
<td>Critically analyse the assigned cases</td>
</tr>
<tr>
<td></td>
<td>Acquire strong conceptual knowledge along with examinable skills in the real time real world corporate cases</td>
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</tr>
<tr>
<td>2</td>
<td>Acquire knowledge on all aspects of conducting global business by conducting in depth research in the country of choice selected for doing business with.</td>
<td>Appraise through experiential learning of corporate settings, various business situations</td>
</tr>
<tr>
<td></td>
<td>Ability to conform to correct procedures for writing and presenting academic work</td>
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<tr>
<td>3</td>
<td>Demonstrate successful team work</td>
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<tr>
<td>4</td>
<td>Demonstrate professional presentation skills and analytical skills</td>
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<td>5</td>
<td>Participate in class discussions</td>
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<td>6</td>
<td>Ability to combine and collate various items of information in the selected case into an explanatory Whole.</td>
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<td>Graduate</td>
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<td>capabilities</td>
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<td>assessed</td>
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<td>1a</td>
<td>Become aware of the diversity of cultures and its</td>
<td>Present arguments for adopting particular</td>
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<td></td>
<td>Adopting particular</td>
<td>Identify major cultural characteristics,</td>
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<td>Assessment Task 1</td>
<td>Assessment Task 2</td>
<td>Assessment Task 3</td>
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<tr>
<td>implication as they relate to business management and demonstrate a consciousness of the intricacy of operating in the global market;</td>
<td>leadership styles in given situations; and for varying motivational techniques depending on circumstances;</td>
<td>including communication styles, that characterise regions, nations, communities, organisations, groups and individuals;</td>
</tr>
<tr>
<td>1b 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;</td>
<td>Develop critical thinking ability and problem-solving skills through experiential learning activities and case studies;</td>
<td>Present a range of culture-based perspective concerning the need for social responsibility and ethical behaviour in multi-national enterprises;</td>
</tr>
<tr>
<td>1c Describe major cultural differences in views on strategy for international alliances, including controls, labour relations and management;</td>
<td>Discuss a range of culture-based tactics for international negotiation;</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

- Late submissions will result in 10% per day penalties.
- Applications for extensions must be made in writing and supported by medical documentation.
- Attendance: There is an 80% attendance requirement for this subject.
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 ilearn.

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
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,
Books


**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](http://www.mq.edu.au/policy/docs/academic_honesty/policy.htm)

**GRADERS**

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](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.


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.