Year and Semester: Semester 1 2009, February 23 - 26 June

Unit convenor: Dr Elizabeth Christopher

Prerequisites/Co-requisites: There are none for this Unit but it is assumed that enrolled students will have a basic knowledge and understanding of management principles.

Students should read this Outline carefully at the start of semester. It contains essential information. If anything is unclear, please email Elizabeth on echristo@efs.mq.edu.au

ABOUT THIS UNIT

Credit Points: 3

This unit discusses the implications for organisational leaders in view of increasing cultural differences between individuals and groups within and between organisations. In particular the unit examines practical problems and opportunities in managing human diversity in contemporary cross-cultural and international settings.

For the purpose of this Unit, culture is defined in its widest sense as:

- Accumulation of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions: acquired by a group of people in the course of generations through individual and group behaviour;

- Cultivated behaviour: the sum of individuals' social learning and experience through symbols deliberately perpetuated in a society through its institutions, accepted generally without question and passed along by communication and imitation from one generation to the next: thus culture is communication and communication is culture.

- Cultural symbols such as artifacts, traditions, legends, icons, that represent patterns, explicit and implicit, of distinctive and desirable achievement by members of the relevant group.

- Culture systems are both products of action and conditioning influences on further action: a collective programming of the mind that distinguishes the members of one group or category of people from another.
THE PURPOSE OF THIS UNIT is to explore cultural dimensions of international management. Specific objectives are to learn more about:

1- Managing cultural differences in international business environments;
2- Culture-based risks and challenges for international managers;
3- Differences in cultural views of social responsibility and corporate governance in multi-national enterprises;
4- The role of culture in management of diversity;
5- Communicating across cultures: different perspectives on ‘reality’
6- Cross cultural negotiation; cultural differences in tactics and manoeuvres;
7- Cultural bases for strategies in international alliances;
8- Differences in cultural views of control systems and labour relations;
9- Developing international managers;
10- Motivation and leadership in the management of diversity

TEACHING STAFF

Convenor: Dr Elizabeth Christopher
Tel: 0417 236531. Email: echristo@efs.mq.edu.au

Lecturers:
Dr Meena Chavan,
Tel: 9850-8468. Email: mchavan@efs.mq.edu.au

Dominic Santangelo.
Tel: 0449-889-399.
Email: dominic@dominicsantagelo.com

Consultation hours: before and after each class.

CLASSES
(Beginning Week 1, Feb 24 and 25 respectively)

Mondays, 11am - 2 pm: E5A116
Tuesdays, 5 - 8 pm: E5A 118. Conducted by Meena Chavan

Thursdays, 12-3 pm; W6B 325; and 4-7 pm; E5A 131
Conducted by Dominic Santangelo

Face to face study hours: 3 hours per week.

The timetable for classes can be found on the University web site at: http://www.timetables.mq.edu.au/
REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

SET 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 if possible. 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 content of the Unit.

UNIT WEB PAGE

Online address for Blackboard: http://learn.mq.edu.au

LEARNING OBJECTIVES AND OUTCOMES

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

* Sketch 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);

* Present a range of culture-based arguments concerning the need for 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 a range of culture-based tactics for international negotiation;

* Describe major cultural differences in views on strategy for international alliances, including controls, labour relations and management;

* Present arguments for adopting particular leadership styles in given situations; and for varying motivational techniques depending on circumstances;
* Enhance generic skills (foundation skills of literacy, numeracy and information technology; self-awareness, interpersonal and communication skills; critical analysis; problem-solving; creative thinking; logical argument; leadership and teamwork).

**TEACHING AND LEARNING STRATEGY**

This unit is presented through four learning media:

1. A weekly classroom lecture combined with class and small group discussions, quizzes and self-assessment.

2. Supported online on Blackboard: http://learn.mq.edu.au
Lecture notes, assignment details, assessment methods, case studies, reading and reference materials and a sample exam paper will be posted.

3. The set textbook;

4. 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 be invited to give a short talk (10 minutes maximum), Weeks 3 through 12, on a specific and personal aspect of their culture.

**ASSESSMENT:**
In order to pass this Unit, students will be expected to:

1. Make a short presentation to the class on an aspect of their culture. Presentations will begin in Week 3. (5%, no written report required).

2. Write a case study based on a news item of their own finding (examples and guidelines online; approx. 1,000 - 1,500 words); 20%

3. Sit a 90-minute mid-term written exam of 15 questions, in class time, 15%

4. Sit a 2-hour end-of-semester written exam (60%, sample exam online with suggestions for appropriate answers).

**STUDENTS WILL NEED TO:**
- Obtain at least a Pass overall (20/40) for all required coursework to be eligible to sit the exam;
- achieve at least a 50% pass in the final exam (30/60).
### TIMETABLE

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<td>2</td>
<td>March 2</td>
<td>Going global</td>
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<td>3</td>
<td>March 9</td>
<td>CULTURAL CONTRIBUTIONS BEGIN</td>
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<td>8</td>
<td>April 27</td>
<td>MID-TERM EXAM</td>
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<td>No lecture, no cultural contributions</td>
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<td>9</td>
<td>May 4</td>
<td>Cultural factors in monitors and controls for overseas subsidiaries</td>
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<td>10</td>
<td>May 11</td>
<td>Working in international teams</td>
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<td>CASE STUDY DUE MAY 15 BEFORE 12 PM</td>
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<td>11</td>
<td>May 18</td>
<td>Leadership and motivation</td>
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<td>May 25</td>
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<td>13</td>
<td>June 2 and 3</td>
<td>No lecture: exam revision</td>
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**Mid-semester break**  Monday 13 April to Friday 24 April 2009

**RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES**

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

   - Understanding of how theoretical principles can be generalized from a specific, real life situation or incident; and ability to explain key concepts;

   - Recognition of how the major themes of the chosen news report fit within the discipline of cross cultural studies;

   - Ability to combine and collate various items of information in the selected case into an explanatory whole;

   - Reasonable and realistic arguments and ability to make clear, logical and organized relationships between different features of the chosen case;

   - Ability to conform to correct procedures for writing and presenting academic work.
2. **Mid-semester exam**: objectives are to:
- Motivate students to learn;
- Give students the opportunity to assess their own learning in time to benefit from lecturers' feedback;
- Provide practice in exam writing;
- Encourage self-leadership and self-management of learning.

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 IN MORE DETAIL, INCLUDING WORD LENGTH**

1. **INDIVIDUAL CLASS PRESENTATION**
   Each week, beginning Week 3, through Week 12, students are required to become ‘cultural ambassadors’ by informing the class of personal aspects of their cultural heritage.

   In Weeks 1 and 2 a list of presenters and dates will be circulated and compiled; and some examples provided of presentations by former students. Each presentation is expected to last about 5 minutes and no written report is required. All presentations will receive the full grade of 5% for their contribution to the unit learning.

   In exceptional circumstances, such as work commitments that prevent students from making a class presentation, students should discuss an alternative with their lecturer.

2. **MID-SEMESTER SHORT-ANSWER EXAM**
   In class time, Week 8, after the break, students will write short answers to 15 questions on Topics 1 through 5. This will be a 90 minute exam (no lecture will be given and no cultural contributions made). Students will have approximately 5 minutes to answer each question and each is worth a maximum of 1% (total 15%). An example of a previous exam, with suggestions for answers, is online.

3. **INDIVIDUAL WRITTEN CASE STUDY**
   (To be submitted via Blackboard end of Week 10: value 20%).
   Students will find a news item online or scanned and explain how it illustrates one or more theoretical principles of cross cultural studies (see examples and "Guidelines for writing cases studies", online). 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.

MORE LEARNING MATERIAL
- Readings online for general interest, not part of assessment for this Unit.
- Lecture notes will be on Blackboard each week. Each week's topic goes with the relevant section of the textbook.

4. EXAMINATION: VALUE: 60% max.
Date: TBA. 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 (15 marks each).
Sample exam paper online.

The only exceptions to sitting the examination at the designated time will be because of documented illness or unavoidable disruption. In these circumstances students may 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

Students 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 be available until the end of the teaching semester, i.e. the final day of the official University exam 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. Students should 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/

UNIVERSITY POLICY ON GRADING

UNIVERSITY POLICY ON GRADING (See Grading Guide for Macquarie University, on Blackboard under Assessment). Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Students' final results will include one of these grades plus a standardised numerical grade (SNG). On occasion the raw mark for a unit (i.e., the total of marks for each assessment item) may not be the same as the SNG received by the relevant students. 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 students realise the policy does not require that a minimum number of students must fail in any unit. The process of scaling does not change the order of marks among students. Those who receive higher raw marks 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](http://www.student.mq.edu.au)