MGMT 5602
CROSS-CULTURAL MANAGEMENT

Course Outline¹
Semester 1, 2012

¹ This part A includes course-specific information. A Part B including Key Policies, Student Responsibilities and Support is available on the course website (Blackboard)
The best way to contact me is by e-mail, and you are more than welcome to set up an appointment for a meeting in person, when needed. To facilitate our communication and learning, we will also use Blackboard (http://lms-blackboard.telt.unsw.edu.au/) which will give you permanent access to lecture notes, assignments, readings and important announcements.

**Course Details**

**Lecture:**
Thu 6:00-7:30pm (Quad 1027)

**Seminars:**
Tue 6:00-7:30pm (Law 275)
Tue 7:30-9:00pm (Law 275)
Wed 7:30-9:00pm (ASBus 219)

**Units of Credit:** 6

**Course Summary and Aims**

This course seeks to provide an in-depth understanding of cultural differences, critical to working and interacting in today's culturally diverse business environments. To ensure connection with the demands of the real world, the course is set up as a hypothetical pre-departure training before taking on an overseas job. However, before applying concepts, you must understand them: the course provides theoretical frameworks for systematically understanding cultural differences, and identifies dimensions of convergence and divergence in norms, values and belief systems. The topics are centred around the concept of culture, as relevant to the understanding of typical management issues from a cross-cultural perspective. In particular, the course covers theory and practical considerations related to cross-cultural communication, negotiation and decision making; ethics and social responsibility in global management; managing diverse global human resources, particularities of cross cultural motivation, and leadership in a multicultural world.

**Relationship to Other Course Offerings**

This course is part of the Master of Commerce program, specialisation in International Business, Human Resource Management or Organisation and Management Studies. It is also an elective for other specialisations across the university. It expands on the topic of socio-cultural environment of business from the core course MGMT5601-Global Business and the Multinational Enterprise, focusing on the organisational behaviour and international management components of International Business, with particular emphasis on cross-cultural differences. This course complements other management courses (such as COMM5001-Business Communication, Ethics and Practice, MGMT5901-Organisational Behaviour, MGMT5948-HR Recruitment, Selection and Development or MGMT5712-Negotiation Skills) by exploring similar topics, but from a cross-cultural perspective. Some of the course topics are further explored in MGMT5603-Global Business Strategy and Management, MGMT5912-International Business Negotiation, and MGMT5949-International Human Resources Management.
Student Learning Outcomes

The outcomes of this course are directly related to ASB graduate attributes (as indicated by the footnotes). By the end of this course, you should be able to:

- demonstrate an appreciation of your own and other cultures, and be able to critically reflect on norms, values and belief systems (4,1).
- analyse and evaluate the value dimensions on which cultures differ - based on theoretical frameworks, research, and country specific knowledge (5,1).
- recognise and demonstrate an understanding of the impact of culture on business behaviours and practices, including intercultural communication, leadership, motivation, conflict management, negotiation and decision-making, along with ethical considerations (5,4).
- link this understanding to current issues in the dynamic and rapidly changing international business environment (4,5).
- demonstrate an understanding of international human resource issues unique to global management including expatriate selection, cross cultural transitions, training and adjustment; repatriation and the management of global careers (6).
- confidently engage in critical thinking, analytical and reasoning skills through the analysis of international business case studies, critical incidents, role plays, and the evaluation of sources of information such as journal articles (1,2).
- display improved and informed levels of cross-cultural competence and sensitivity gained through experiential learning, research and self-reflection (6,4).

ASB graduate attributes:

(1) critical thinking and problem solving, (2) effective communication, (3) teamwork and leadership, (4) social and global perspectives, (5) in-depth engagement with relevant disciplinary knowledge, (6) professional skills.

Learning and Teaching Activities

Approach to Learning and Teaching

The teaching approach adopted in this course is based on my belief that an instructor cannot force students to learn, but can and has the responsibility to create the framework in which learning can take place. Based on principles of adult learning, I believe the true long-lasting learning comes from applying knowledge to real life situations. I create such opportunities in class by using an International Collaboration Project (X-culture), i.e. you will be working in real global virtual teams with students from other 30 universities across 25 countries! You will also be working on a Personal Development Program focused on competencies needed in the global context. Your participation and commitment are defining your experience in this class, and the learning you get from it depends on you. While it is my job to provide theoretical knowledge specific to the subject, I expect you to contribute to the learning process by critically evaluating the information presented and by relating the concepts discussed in class to your own knowledge and experience.

Learning Activities and Teaching Strategies

The variety of teaching strategies adopted in this class takes into account the fact that different people have different learning styles. This is why the class format includes:

**Lecture** (1.5 hours/week), mostly focused on discussing theoretical concepts, but the actual lecture will be supported by exercises, video cases, and discussions.

**Seminars** (1.5 hours/week), mostly focused on applying knowledge and connecting it to real life experiences. Activities include individual, team, and class tasks, calling upon and stimulating your research skills, self-reflection, ability to work with others, along with the use of oral and written communication skills.

Please note that seminars and lectures scheduled in same week are usually focused on same topic (i.e. the seminars precede the lecture!). This approach allows for development of theories from case studies and real life examples discussed in seminars, encouraging your involvement in the learning process, and a better integration of theory and practice.
**ASSESSMENT**

**Formal Requirements**
In order to pass this course, you must achieve a composite mark of at least 50% and make a satisfactory attempt at all assessment tasks outlined below.

**Assessment Details**
Consistent with the variety of learning outcomes and with the teaching approach, your learning in this course will be assessed using multiple evaluation methods. Evaluation across different tests, activities and tasks also reduces the error and compensates for the potential effect of unusual circumstances. In addition, some components are formative (i.e. if you complete the task, you receive the points or avoid penalties, because simply completing the task contributes to your learning). While the focus on this class is on development, some “testing” of the knowledge is necessary (and therefore included). There is a mix of individual and team components, with work on both local teams and international virtual teams. However, the total mark is primarily determined by your own performance. The weight of each evaluation method is detailed below (relationship with ASB graduate attributes is indicated with footnotes):

| Evaluation Method                              | Weight | Notes                                                                 |
|------------------------------------------------|--------|                                                                      |
| International Collaboration Project            | 30     | (30%)                                                                |
| **Individual components:**                     |        |                                                                      |
| Pre-project training (pass/fail)               |        | Week 3 (Mar 13-15)                                                  |
| Pre-project survey (pass/fail)                 |        | Week 3 (Mar 13-15)                                                  |
| Interim team particip. report (pass/fail)      |        | Week 6 (Apr 1-10)                                                   |
| Post-project survey (pass/fail)                |        | Week 8 (Apr 26-30)                                                  |
| Peer-evaluations (3 points)                    |        | Week 8 (Apr 26-30)                                                  |
| **Team components:**                           |        |                                                                      |
| Proposal: company and idea (6 points)          |        | Week 6 (Apr 5)                                                       |
| Business Report (15 points)                    |        | Week 8 (Apr 26)                                                      |
| **Foreign culture report**                     | 15     | (15%)                                                                |
| Date agreed in seminars (Weeks 5,6,9-11)       |        |                                                                      |
| **Exam 1 (theory)**                           | 15     | (15%)                                                                |
| Multiple choice questions                      |        | Week 7 (Apr 14)                                                      |
| **Personal Development Program (PDP)**         | 30     | (30%)                                                                |
| Weekly reports (penalty if not done)           |        | Weekly (Mon noon)                                                   |
| Includes Exam 2 (applied learning)             |        | Weeks 4-13                                                           |
| **Participation**                              | 10     | (10%)                                                                |
| Seminars (Weeks 2-6,9-12)                      |        |                                                                      |
| **TOTAL**                                      | 100    | (100%)                                                               |

ASB graduate attributes:
(1) critical thinking and problem solving, (2) effective communication, (3) teamwork and leadership, (4) social and global perspectives, (5) in-depth engagement with relevant disciplinary knowledge, (6) professional skills.

How much you learn (and what mark you obtain) in this class depends a lot on you: being involved and taking assigned tasks seriously will lead to good performance – guaranteed!
Overall grade scale: Based on a % of 100 points (marks)

- HD: 85-100  Keeping track: You can easily keep track of where you stand in the course.
- DN: 75-84  There are 100 total points for the class. If, for instance, you have 75 points at the end of the class, your mark for this class would be DN.
- CR: 65-74
- PS: 50-64
- FL: <50

Keeping track:

You can easily keep track of where you stand in the course. There are 100 total points for the class. If, for instance, you have 75 points at the end of the class, your mark for this class would be DN.

My main concern is on facilitating learning – but I will also do my best to make sure your mark reflects your effort. Your final mark will be computed by integrating the marks (number of points) obtained on all assessment methods described above.

Details for each assessment task

International Collaboration Project (X-culture)

Working globally most often involves working in global virtual teams. You will prepare for this type of work by being part of a real global virtual team: together with other 4 or 5 students randomly assigned (from 30 universities in 25 countries), you will prepare a business proposal for a major multinational corporation. To coordinate across all participating universities, we will follow the "universal" detailed instructions set up for this assignment – please see this link http://www.vtaras.com/Student_Instructions.pdf. The document is also available on the course website. Specifics related to how we run the project locally will be offered during first lecture and seminars. Given the large scale of the project (over 1,500 students all over the world!), and being the first time we run this project at UNSW, some amendments may be necessary – feedback from you is highly appreciated.

Important: working with people from all over the world comes with challenges! You may worry about having to rely on collaborating with people you've never met before, who have very different backgrounds, schedules, and interests. But this is the point – we want that challenge, so that we can reflect on it, and learn! If overseas students in your team do not respond or participate, this will NOT affect your performance: as long as you do your best in trying to contact and involve them, and provide evidence for your efforts (emails, etc.), you will be ok.

The focus of this task is on the process, not on the outcome – therefore if you follow the instructions and do the activities included in the project, you are meeting the objectives of the assignment. We will adjust the process if you happen to be in a team with non-responsive students – but the key is that you do your part (more details about this in class).

Foreign culture reports

One obvious form or preparation for an overseas job is learning about the local culture of your new location. This is exactly what we will do: the seminars will include 5 foreign culture reports that you will prepare in teams (with local colleagues). The reports will be in the form of a team presentation (4-5 students in a team), focussing on the essential information an expatriate needs to have with regard to the culture of a foreign location of your choice. Typically such reports focus on countries, but as we will discuss in this class, nations may or may not be the most relevant unit of analysis: any specific cultural space (country, region, city, etc.) will be accepted as the unit of analysis. Relevant issues to discuss include the following:

- a general description of the culture (e.g., cultural dimensions, religion and beliefs, language, etc.)
- specifics of the political, economic, technological, and legal environment, as relevant
- management practices prevalent in this culture (e.g., how are employees hired? promoted? motivated?)
- skills and abilities that potential expatriates need in order to be successful in this culture
- any other interesting and specific details that provide a good understanding of “how things work” in this cultural space
You may choose any foreign culture in the world, and that means none of the team members is familiar with this culture: choose a culture you all want to learn about. No team can choose a culture already taken by another team. This way we will cover a wide range of cultures – knowledge from multiple cultures contributes to the development of cultural intelligence.

Each foreign culture report will last not more than 20 minutes (“less is more” - time limit will be enforced!) The presentation will be informal, but it will include PowerPoint slides. Be creative and make use of visual aids (e.g., video clips, music, pictures, and any other artifacts) that can enhance the delivery of your material. Have fun with it! You will choose in which week to present your culture report. For this task you will be evaluated by your peers based on three criteria:

- Usefulness of information presented with regard to doing business in that culture
- Usefulness of information presented with regard to understanding that culture in general
- Overall effectiveness of the presentation (style, organization, use of supporting materials)

Please turn in a hard copy of your slides right before your presentation, and provide an electronic copy of the slides for posting on the course website.

Exam 1 (theory)

This exam will consist of 50 multiple-choice questions (0.3 points each, for a total of 15 points) meant to test your knowledge of basic theory needed to understand cross-cultural management issues. The exam questions will cover mainly theoretical concepts discussed in lectures and seminars preceding the exam, but will include learning from case studies and required readings.

Personal Development Program (including Exam 2 – Applied learning)

This ongoing assessment is an essential part of the hypothetical pre-departure training for your overseas job. It starts early in the semester, it is “on” every week, and concludes with a task that will represent your Exam 2. Basically, you will be working on a specific global managerial competency that you want to improve during the next 3 months. You choose what this competency is – we will discuss in the seminar how you identify it, and how you work on it. You will develop a concrete plan on how you can improve in this area, and will report to me weekly on your progress: each Monday by noon (or before) you will post a report on your developmental experience on Blackboard. Thinking and writing about what you have learned is a good way to keep track and further your learning, and most importantly, to remember that learning, increasing the chances that you will actually use it. I will act as an “accountability” coach – I will not respond or comment on these posts, but I will review them and note your diligence in posting the weekly reports on time.

Posting your reports adds no points (as they are part of Exam 2), but not posting them (at all, or by Monday at noon) will deduct points from your Exam 2 – one point per missed week (you will report in weeks 4-13, a total of 10 reports, which means that if you didn’t do any of the reports, your final exam will be a maximum of 20 points out of 30 to start with).

I will be happy to offer advice – in each seminar we will discuss about issues related to your development program. You will be able to update your plan as you go, depending on your progress, and your specific needs. At the end of the semester, these reports will constitute the basis for your final report on progress, and the analysis of your experience, as noted below.

Exam 2: you will evaluate your experience by applying theory to analyse your progress, what you learned about “how to learn” from experience, and what you will do next. Exam will be evaluated based on the progress you made, the evidence provided, and the extent to which you used the class experience to learn. Basically, if you take this task seriously, you are guaranteed a maximum of 30 points (not to mention the benefit of having improved your specific competency, which is, in my view, the most important part).
Participation

It is my expectation that you read materials indicated for each week (readings, chapters, cases) and come to class prepared with questions and comments. You will only benefit from lecture and seminar discussions if you come prepared. In the first seminar we will discuss in detail how to benefit the most from all activities.

I realize that some of you might be less comfortable with speaking in class — I encourage you to expand your comfort zone and speak in class even if it may seem difficult at first. It is essential to learn how to interact with others and be able to express your ideas even when in unfamiliar environments. The class context is probably your safest opportunity to work on such learning. To create a culture of interaction, I may call on you to contribute at any time in class — I have observed (and experienced it myself, as a student) that knowing you might be challenged is a good incentive to prepare and participate!

Marking for this component is based on the frequency and the quality of contributions you make in class: for each seminar, you will receive a rating between 0 and 10, with the final participation mark being the average of ratings across all seminars (except the review sessions, which are not marked). Simple attendance to seminars will give you 5 points — but any additional point is a matter of true contribution. I will do my best to be as objective as possible on this assessment — but it is not a perfect system: you will have to trust my judgement on it. I will be happy to provide feedback on your participation during the semester, and please remember that negotiating the points at the end of the semester is not an option!

Assignment Submission Procedure

It is essential that you complete and submit all your assessment tasks on time, as indicated above. Please keep a copy of all work submitted for assessment. You might also want to keep written feedback received, for future reference. Given the importance of your contribution to a successful seminar and the flexibility incorporated in the design of the assessment, late submission is not an option. Individual exceptions will be granted on medical grounds only, or on compassionate grounds under special circumstances. Medical certificates or other supporting documents may be required. The UNSW Policy and Process for Special Consideration and supplementary examination applies: my.unsw.edu.au/student/atoz/SpecialConsideration.html. Also, please note ASB specific policies, detailed on the ASB website: www.business.unsw.edu.au/currentstudents

Quality Assurance

The ASB is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of ASB programs. All material used for such processes will be treated as confidential and will not be related to course grades.

A special note on team working:

Most likely you had some experience of working with teams already, but if not, for sure teamwork will be part of your job at some point. Teamwork requires your time and your involvement. I will provide information on team processes and suggestions on best ways to achieve your goals, but it is your personal responsibility to manage your own teams (both the local team, and the international team you will be part of), and to make sure everyone contributes equally.

It is your decision how you want to set up responsibilities in your team, and some level of “specialization” can help, but I strongly advise against dividing the tasks completely. To benefit from the learning associated with each task, and to ensure highest quality, it is best that all team members contribute to all aspects of each assignment.
COURSE RESOURCES

Textbook:

International Management
Managing Across Borders and Cultures

Helen Deresky, State University of New York - Plattsburgh

Publisher: Pearson Education, Inc. / Prentice Hall
Available at the UNSW Bookshop

Class notes: PowerPoint slides posted on the course website

Case studies: included in the text above or provided on the course website:

Moto: Coming to America
Nokia: Business Interests vs. German Pressures
The Bribery Scandal at Siemens AG
West Indies Yacht Club Resort: When Cultures Collide
Carlos Ghosn: Multicultural Leader as CEO of Nissan and Renault

Required readings: 12 journal articles – links to full articles provided on the course website:


ADDITIONAL READINGS

These readings are optional, but highly recommended:


**RELEVANT JOURNALS**

Academy of Management Journal  
Academy of Management Review 
Administrative Science Quarterly  
European Journal of Cultural Studies  
European Journal of Management 
Harvard Business Review 
International Business Review  
International Journal of Cross-Cultural Management  
Journal of Business Ethics  
Journal of Cross-Cultural Psychology 
Journal of International Business Studies  
Journal of World Business  
Management International Review 
The International Journal of Human Resource Management

**RELEVANT WEBSITES**

[europa.eu](http://europa.eu) European Union  
[globaledge.msu.edu](http://globaledge.msu.edu) globalEDGE portal, Center for International Business Education and Research at Michigan State University, US  
[www.geert-hofstede.com](http://www.geert-hofstede.com) Hofstede’s Cultural Dimensions 
[www.ifg.org](http://www.ifg.org) International Forum on Globalization  
[www.imf.org](http://www.imf.org) International Monetary Fund  
[www.unsystem.org](http://www.unsystem.org) United Nations  
[www.wto.org](http://www.wto.org) World Trade Organization

**COURSE EVALUATION AND DEVELOPMENT**

I am aiming for best use of our time in class and making sure we all benefit from all class activities. The university has in place a well-designed course evaluation process (CATEI – Course and Teaching Evaluation and Improvement Process, [www.unsw.edu.au/learning/pve/catei.html](http://www.unsw.edu.au/learning/pve/catei.html)), which will allow you to provide feedback on my performance and the class in general in our last session.

Your input is essential! For instance, based on feedback from previous students, I have reduced the amount of required readings by selecting more targeted articles. Same feedback suggested keeping costs for course materials as low as possible (therefore, I am making all required journal articles available online!). Finally, as suggested by students, there is more focus on applied knowledge, and connection with real life. The current version of the class is essential constructed around this approach, which I strongly support. The weight of different assignments was also changed to reflect feedback from students on the effort and the value associated with each assignment. I was happy to incorporate such suggestions as I believe they do enhance learning and make the course more interesting.

While the information gathered via the CATEI process will be useful in improving future courses, I would like to consider your comments and suggestions right away, and to the extent possible, implement changes even for this class. **Please express your concerns and suggestions at any time**, in class, after class, by setting up an appointment or by e-mail.
<table>
<thead>
<tr>
<th>Week # Begins…</th>
<th>Readings for the week</th>
<th>Seminar Activities (Tuesday, Wednesday, or Thursday)</th>
<th>Lecture Topic (Thursday)</th>
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<tbody>
<tr>
<td><strong>Week 1</strong> Feb 27…</td>
<td>Chapter 1 Prahalad &amp; Lieberthal (2003): <em>The End of Corporate Imperialism</em></td>
<td>No seminar</td>
<td><strong>The Global Business Environment</strong> Introduction to the topic, course overview Details on assignments</td>
</tr>
<tr>
<td><strong>Week 2</strong> Mar 5…</td>
<td>Chapter 3 Earley &amp; Mosakowski (2004): <em>Cultural Intelligence</em> Javidan, Teagarden, &amp; Bowen (2010): <em>Making it Overseas</em></td>
<td>• Setting up teams, photos (must attend!) • Learning about how we will work together • Introducing the Personal Development Program (PDP)</td>
<td><strong>The Cultural Context of Management</strong> Understanding culture and its impact on business, cultural dimensions, and cultural clusters</td>
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<td><strong>Week 3</strong> Mar 12…</td>
<td>Johnson et al. (2006): <em>Cross-Cultural Competence in IB: toward a definition and a model</em></td>
<td>• X-culture: International Collaboration Project • Pre-project training, surveys</td>
<td><strong>Workforce diversity and multicultural teams</strong> Transnational teams, challenges and benefits of diversity; Further details on PDP</td>
</tr>
<tr>
<td><strong>Week 4</strong> Mar 19…</td>
<td>Chapter 4 Brett et al. (2006): <em>Managing Multicultural Teams</em></td>
<td>• Practice working in local teams • Case study (class discussion): <em>Moto: Coming to America</em></td>
<td><strong>Cross-cultural Communication</strong> Communication and cultural noise, meanings and (mis)interpretation of messages</td>
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<tr>
<td><strong>Week 5</strong> Mar 26…</td>
<td>Chapter 5 Graham &amp; Lam (2003): <em>The Chinese Negotiation</em></td>
<td>• Case study (class discussion) <em>Nokia: Business Interests vs. German Pressures</em> • Country report (team presentation)</td>
<td><strong>Cross-cultural Negotiation and Decision Making</strong> Cultural influences on negotiation, negotiating style and particularities of decision making processes</td>
</tr>
<tr>
<td><strong>Week 6</strong> Apr 2…</td>
<td>Chapter 2 Donaldson (1996): <em>Values in Tension: Ethics Away from Home</em></td>
<td>• Case study (class discussion): <em>The Bribery Scandal at Siemens AG</em> • Country report (team presentation)</td>
<td><strong>Ethics and Social Responsibility across Cultures</strong> Cultural specificity versus global standards, Managing interdependence between corporations and host-countries</td>
</tr>
<tr>
<td><strong>Mid-semester break</strong> Apr 9 – 13. Enjoy!</td>
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<tr>
<td><strong>Week 7</strong> Apr 16…</td>
<td>Review chapters, required readings, and case studies for weeks 1-6</td>
<td>Review and preparation for Exam 1</td>
<td><strong>Exam 1 (theory)</strong> April 19, 6:00 pm</td>
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## COURSE SCHEDULE (ii)

<table>
<thead>
<tr>
<th>Week # Begins…</th>
<th>Readings for the week</th>
<th>Seminar Activities (Tuesday, Wednesday, or Thursday)</th>
<th>Lecture Topic (Thursday)</th>
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<tr>
<td><strong>Week 8</strong> Apr 23…</td>
<td>Focus on the X-culture (International Collaboration Project) - no official seminars and lecture (Wednesday Apr. 25th is a public holiday; missing week compensated by 13-week schedule)</td>
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</tbody>
</table>
| **Week 9** Apr 30… | Chapter 6,7,8 Ghemawat (2011): *The Cosmopolitan Corporation* | • Discussion of X-culture projects  
• **Country report (team presentation)** | Cultural aspects of formulating and implementing strategy  
Culture and strategic choices, implementation challenges and organizing for globalization |
| **Week 10** May 7… | Chapter 9 Black & Gregersen (1999): *The Right Way to Manage Expats* | • Case study (class discussion):  
*West Indies Yacht Club Resort: When Cultures Collide*  
• **Country report (team presentation)** | Global Human Resources Management  
Staffing and Training for global operations, Expatriate management, Compensation |
| **Week 11** May 14… | Chapter 11 Alon & Higgins (2005): *Global leadership success* | • Case study (class discussion):  
*Carlos Ghosn: Multicultural Leader as CEO of Nissan and Renault*  
• **Country report (team presentation)** | Leadership in a multicultural world  
The meaning of work across cultures, cultural aspects of motivation and leadership |
| **Week 12** May 21… | Osland & Bird (2000): *Beyond Sophisticated Stereotyping: Cultural Sensemaking in Context*  
Taras, Steel, & Kirkman (2011): *Three Decades of Research on National Culture in the Workplace* | • Discussion of Personal Development Programs: learning achieved and next steps  
• **Country report (team presentation)** | Last lecture: paradoxes of cross-cultural management  
Making sense of the learning from previous lectures, integrating contradictions, and some practical advice |
| **Week 13** May 28… | Review all chapters, required readings, and the case studies | Review and preparation for Exam 2 | Exam 2 (applied learning)  
May 31, 6 pm |

* On-going activity associated with the Personal Development Program – progress reports due each Monday morning, before noon