MGMT5602

Cross-Cultural Management

Course Outline
Semester 2, 2015

Part A: Course-Specific Information

Please consult Part B for key information on Business School policies (including those on plagiarism and special consideration), student responsibilities and student support services.
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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS
Lecturer and tutorial leader: Dr. Lu (Nick) Wang
Room Business School Building 577
Phone No: 9385 6886
Email: nick.wang@unsw.edu.au
Consultation: by appointment

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 Moodle (https://moodle.telt.unsw.edu.au/login/index.php) which will give you online access to lecture notes, assignments, readings and important announcements. It is your responsibility to check Moodle on a regular basis for updates and important announcements.

2 COURSE DETAILS

2.1 Teaching Times and Locations
Lectures start in Week 1 (to Week 12); and tutorials start in Week 2 (to Week 12): The Time and Location are:

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Thursday</td>
<td>18:00-19:30</td>
<td>Mechanical Engineering G03</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tutorial</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>M16A</td>
<td>Thursday</td>
<td>16:00-17:30</td>
<td>Goldstein G03</td>
</tr>
<tr>
<td>M19A</td>
<td>Thursday</td>
<td>19:30-21:00</td>
<td>Mechanical Engineering 201</td>
</tr>
</tbody>
</table>

2.2 Units of Credit
The course is worth 6 units of credit.
There is no parallel teaching in this course.

2.3 Summary of Course
This course seeks to provide an in-depth understanding of cultural differences, critical to working and interacting in today’s culturally diverse business environment. The course provides conceptual frameworks for systematically understanding cultural differences, and identifies dimensions of convergence and divergence in norms, values and belief systems. In particular, the course covers theory and practical considerations related to cross-cultural communication, negotiation, motivation, and leadership; ethics and social responsibility in global management; and managing diverse global human resources.

2.4 Course Aims and Relationship to Other Courses
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.

2.5 Student Learning Outcomes

The outcomes of this course are directly related to PG Program Learning Goals and Outcomes. 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
- analyse and evaluate the value dimensions on which cultures differ - based on theoretical frameworks, research, and country specific knowledge
- 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
- link this understanding to current issues in the dynamic and rapidly changing international business environment
- 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
- 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
- display improved and informed levels of cross-cultural competence and sensitivity gained through experiential learning, research and self-reflection

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all postgraduate coursework students in the Business School. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. 'be an effective team player'). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. 'participate collaboratively and responsibly in teams').

For more information on the Postgraduate Coursework Program Learning Goals and Outcomes, see Part B of the course outline.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):
<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course helps you to achieve the following learning goals for all Business postgraduate coursework students:</td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
</tbody>
</table>
| 1 Knowledge | demonstrate an appreciation of your own and other cultures | • Case analysis  
• Participation  
• Exams |
| | analyse and evaluate the value dimensions on which cultures differ - based on theoretical frameworks, research, and country specific knowledge | |
| | recognise and demonstrate an understanding of the impact of culture on business behaviours and practices | |
| 2 Critical thinking and problem solving | be able to critically reflect on norms, values and belief systems | • Case analysis  
• Presentation  
• Participation  
• Exams |
| | 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 | |
| 3a Written communication | Construct written work which is logically and professionally presented. | • Case analysis  
• Exam 2 |
| 3b Oral communication | Communicate ideas in a succinct and clear manner. | • Presentation  
• Participation |
| 4 Teamwork | Work collaboratively to complete a task. | • Reflection  
• Team presentation |
| 5a. Ethical, social and environmental responsibility | Identify and assess ethical and social considerations in problems in cross-cultural management | • Exam 1  
• Participation  
• Case analysis |
| 5b. Social and cultural awareness | See above | • Case analysis  
• Presentation  
• Participation  
• Exams |
| | display improved and informed levels of cross-cultural competence and sensitivity gained through experiential learning, research and self-reflection | |
3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course
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 an environment in which learning can take place. Based on principles of adult learning, I believe long-lasting learning comes from applying knowledge to real life situations. I create such opportunities in class by using case studies, assignments related to real events, along with discussions and reflection on your own work and life experience. Consequently, your participation and contributions are essential. 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. In order to succeed in this course, you must be an active participant in the classroom.

3.2 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:

- **Tutorial** (1.5 hours/week), which include case studies, real-life examples, and individual or group tasks which will call upon and stimulate your research skills, self-reflection, ability to work with others, along with oral and written communication skills.
- **Lecture** (1.5 hours/week), mostly focused on presenting theoretical concepts, but the actual lecture will be supported by exercises, video cases, and discussions.

A detailed course schedule can be found at the end of this document.

4 ASSESSMENT

4.1 Formal Requirements
In order to pass this course, you must:
- Achieve a composite mark of at least 50; and,
- Submit all assessment tasks listed below.

4.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (individual)</td>
<td>35 points</td>
<td>Week 6 Lecture</td>
</tr>
<tr>
<td>Exam 1 (Multiple choice, 15 points)</td>
<td>35%</td>
<td>Week 12 Lecture</td>
</tr>
<tr>
<td>Exam 2 (Mini-case study, 20 points)</td>
<td>30 points</td>
<td>Before Week 4 Tutorial</td>
</tr>
<tr>
<td>Case analysis (individual)</td>
<td>30 points</td>
<td>Week 10, 11 Tutorials</td>
</tr>
<tr>
<td>(1,2,3,4,5)</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Team presentation (team)</td>
<td>25 points</td>
<td></td>
</tr>
<tr>
<td>(2,4,6)</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Participation (individual)</td>
<td>10 points</td>
<td></td>
</tr>
<tr>
<td>(1,2,3,4,5)</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>100 points</td>
<td>100%</td>
</tr>
</tbody>
</table>
Overall grade scale: Based on 100 points

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD</td>
<td>85-100</td>
</tr>
<tr>
<td>DN</td>
<td>75-84</td>
</tr>
<tr>
<td>CR</td>
<td>65-74</td>
</tr>
<tr>
<td>PS</td>
<td>50-64</td>
</tr>
<tr>
<td>FL</td>
<td>&lt;50</td>
</tr>
</tbody>
</table>

What the marks mean and the criteria associated to each mark:

My main concern is to make sure your mark reflects your learning as described in the learning outcomes. Your final mark will be computed by integrating the marks (number of points) obtained on all assessment methods described above. The meaning of marks is explained below:

**HD**  Outstanding work, showing total mastery of the subject-matter, with a highly developed and mature ability to analyse, synthesise and apply knowledge and concepts. All objectives of the set work are covered, and work is free of errors with a very high level of technical competence. There is evidence of critical reflection, and the work demonstrates some originality of thought, and the ability to tackle questions and issues not previously encountered. Ideas are expressed with fluency.

**DN**  Excellent work, showing a high degree of mastery of the subject-matter, with a well-developed ability to analyse, synthesise and apply knowledge and concepts. All major objectives of the set work are covered, and work is free of all but very minor errors, with a high level of technical competence. There is evidence of critical reflection, and of ability to tackle questions and issues not previously encountered. Ideas are expressed clearly.

**CR**  Good work, showing a sound and thorough grasp of the subject-matter, though possibly lacking in the breadth and depth required for a first-class mark. A good attempt at analysis, synthesis and application of knowledge and concepts, but may be more limited in scope than that required for a mark of 75+. Most objectives of the work set are covered. Work is generally technically competent, but there may be a few gaps leading to some errors. Some evidence of critical reflection, and the ability to make a reasonable attempt at tackling questions and issues not previously encountered. Ideas are expressed with clarity, with some minor exceptions.

**PS**  Fair work, showing grasp of major elements of the subject-matter but possibly with some gaps or areas of confusion. Only the basic requirements of the work set are covered. The attempt at analysis, synthesis and application of knowledge and concepts is superficial, with a heavy reliance on course materials. Work may contain some errors, and technical competence is at a routine level only. Ability to tackle questions and issues not previously encountered is limited. Little critical reflection. Some confusion in expression of ideas.

**FL**  Work below the acceptable standard, showing some familiarity with the subject-matter, but with major gaps and serious misconceptions. Only some of the basic requirements of the work set are achieved. There is little or no attempt at analysis, synthesis or application of knowledge, and a low level of technical competence with many errors. Difficulty in beginning to address questions and issues not previously encountered. Lack of critical reflection on an argument or viewpoint. Ideas are not clearly expressed and unstructured.

Details for each assessment task

**Exams**

Exam 1 will consist of 50 multiple choice questions. The exam questions will cover mainly theoretical concepts discussed in lectures and tutorials preceding the exam, including learning developed using case studies and required readings.
Exam 2 will be in an essay format. You will have to provide a short answer to a specific question about a cross-cultural business case/situation, integrating all the material covered in class (i.e. this exam is cumulative). We will practice answering such questions in the tutorial before the exam, building on the experience of working with case studies throughout the semester.

Exams will be held during lecture time, tentatively scheduled in **week 6 (Exam 1) and week 12 (Exam 2)**. These dates may change.

**Case Analysis (individual)**

Theoretical knowledge is useful, but as detailed in the learning outcomes, we also want to develop the ability to transfer the knowledge into practice. Case studies will help you make that connection between theory and the real world. For this assignment, you will be assigned **one case study to analyze (in the first tutorial)**. The written analysis will be a **maximum of 4 double-spaced pages** (report format), prepared and submitted individually. It must be written in a professional manner: grammar, spelling and organization are as important as the content of your analysis. The memo should answer the questions at the end of the case in a clear and concise manner.

**Submit your report online via turnitin before week 4 tutorial.**

**Team presentation**

To facilitate the application of cross-cultural knowledge and understanding, you will be required to give a presentation with several other students in your tutorial. Below is more information about the presentation.

Your team will be formed by me in the first tutorial and will act as a cross-cultural consulting company. A foreign company (client) has hired you to help them start their business operation in Australia. The presentation will be based on your team's research and its aim is to provide the foreign company with essential information about starting/operating a business in Australia. I will determine the industry where the foreign organization operates and you may choose any country other than Australia to be your client's home country. However, your team must consult with me before you finalize your country of choice.

Your team will have a maximum of **30 minutes** for the presentation, including a brief Q&A session. Every member in the team must present and the presentation will be supported by PowerPoint slides. Good presentations tend to be creative and can keep the audience engaged.

Some relevant issues your team may want to address in the presentation include:

- What are the key benefits of expanding your client’s business in Australia? What are the key challenges?
- What is Australia and its culture like (e.g., location, religion and beliefs, language, standard of living, cultural dimensions)?
- What is the political, economic, technological, and legal environment of Australia, especially the parts of the environment that is relevant to your client's company and country?
- Who are the competitors of your clients in Australia? How will their presence influence your client's business? Allies or competitors?
- What resources are available to your client’s organization in setting up the operation in Australia?
- Any other interesting and specific details that you might find relevant
Participation

It is my expectation that you read all course material suggested, and come to class prepared with questions and comments, even if you are not part of the team presenting that week. You will only benefit from the discussions if you come prepared. In the first tutorial we will discuss in detail how to work with case studies and how to benefit the most from tutorial activities.

I realize that some of you might be less comfortable with speaking in class. But I will encourage you to expand your comfort zone and speak in class even if it may seem difficult at first – it is one of the skills you might need to develop, and the class context is probably your safest opportunity to do so. In fact, please note that you may be asked 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!

Your participation in class activities will be evaluated by your tutorial leader: depending on the frequency and the quality of your contributions you will receive a score between 0 and 1 point in each of the 9 tutorial in which participation is evaluated.

Quality Assurance
The Business School 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 business programs. All material used for such processes will be treated as confidential and will not be related to course grades.

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 tutorial 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 Business specific policies, detailed on the Business website: www.business.unsw.edu.au/currentstudents

5. COURSE MATERIALS

Textbook:

International Management
Managing Across Borders and Cultures
Eighth Edition,

Helen Deresky, State University of New York - Plattsburgh

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

Casebook:

business.unsw.edu.au
CRICOS Code 00098G
Class notes: PowerPoint slides will be posted on Blackboard before the lecture

Additional required readings and case studies will be provided on Blackboard:

6. 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), 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, more preparation time is included for team case presentations, so that teams get the chance to learn about how to best work together. 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.
### 7. COURSE SCHEDULE (Tentative)

<table>
<thead>
<tr>
<th>Week # Begins…</th>
<th>Pre-tutorial/lecture readings</th>
<th>Tutorial Activities (Thursday)</th>
<th>Lecture Topic (Thursday)</th>
</tr>
</thead>
</table>
| Week 1         | Chapter 1                    | No tutorial                   | The Global Business Environment  
Introduction to the topic, course overview |
| Week 2         | Chapter 3  
Earley & Mosakowski (2004): *Cultural Intelligence*  
Javidan, Teagarden, & Bowen (2010): *Making it Overseas*  
| Introduction  
Assigning cases  
Setting up teams (must attend!) | The Cultural Context of Management  
Understanding culture and its impact on business, cultural dimensions, and cultural clusters |
| Week 3         | Chapter 4  
Brett et al. (2006): *Managing Multicultural Teams*  
| Team building exercises  
Case discussion | Cross-cultural Communication  
Communication and cultural noise, meanings and (mis)interpretation of messages |
| Week 4         | Chapter 5  
Graham & Lam (2003): *The Chinese Negotiation*  
| Case discussion/exercises/review | Cross-cultural Negotiation and Decision Making  
Cultural influences on negotiation, negotiating style and particularities of decision making processes |
| Week 5         | Chapter 2  
Donaldson (1996): *Values in Tension: Ethics Away from Home*  
| Review and preparation for Exam 1 | Ethics and Social Responsibility across Cultures  
Cultural specificity versus global standards, Managing interdependence between corporations and host-countries |
| Week 6         | Johnson et al. (2006): *Cross-Cultural Competence in IB: toward a definition and a model*  
| Case discussion/exercises/review | In-class Exam 1 (Multiple choice) |
Review chapters, required readings, and case studies

| Week 7 | Chapter 6, 7, 8 | Ghemawat (2011): The Cosmopolitan Corporation | Case discussion/exercises/review | Cultural aspects of formulating and implementing strategy  
Culture and strategic choices, implementation challenges and organizing for globalization |
| Week 8 | Chapter 9, 10 | Black & Gregersen (1999): The Right Way to Manage Expats | Case discussion/exercises/review | Global Human Resources Management  
Staffing and Training for global operations, Expatriate management, Compensation |
| Week 9 | Chapter 11 | Alon & Higgins (2005): Global leadership success | Case discussion/exercises/review | Leadership in a multicultural world  
The meaning of work across cultures, cultural aspects of motivation and leadership |
| Week 10 | No Reading | Team presentation | | Guest Lectures (TBA) |
| Week 11 | Osland & Bird (2000): Beyond Sophisticated Stereotyping: Cultural Sensemaking in Context  
Taras, Steel, & Kirkman (2011): Three Decades of Research on National Culture in the Workplace | Team presentation | | Last lecture: paradoxes of cross-cultural management  
Making sense of the learning from previous lectures, integrating contradictions, and some practical advice |
| Week 12 | Review all chapters, required readings, and the case studies | Review and preparation for Exam 2 | | In-class Exam 2 (applied learning) |