

THE UNIVERSITY OF
NEW SOUTH WALES



Australian School of Business
School of Organisation and Management

MGMT2102
MANAGING ACROSS CULTURES

COURSE OUTLINE

***This course outline is general in nature and does not
provide specific details relating to the current***

semester. More detailed outlines are available to enrolled students from the Lecturer in Charge

COURSE STAFF

Course coordinator:

Tutors:

Feel free to use any of the contacts above, but probably the best way to contact us is by **e-mail**, and of course, in person during **consultation times**. Alternatively, you are welcome to set up an appointment with us. To facilitate our communication and learning, we will also use the UNSW online environment, **my eLearning Vista** (vista.elearning.unsw.edu.au) which will give you permanent access to lecture notes, assignments, readings and other information. It is important to check the course website regularly, as it will include important announcements and useful information.

COURSE INFORMATION

Lecture:

Tutorials:

Units of Credit: 6

Parallel Teaching: there is no parallel teaching in this course

Relationship to Other Course Offerings

This is a required course for the International Business major within the Bachelor of Commerce program, or an elective course for other majors. It expands on the topic of socio-cultural environment of business also covered in courses like MGMT1101-Global Business Environment and MGMT2101-International Business and Multinational Operations, but the focus is 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 MGMT1001-Fundamentals of Management, MGMT1002-Managing Organisational Behaviour, MGMT2002-Managing Business Communication) by exploring similar topics, but from a cross-cultural perspective. Some course topics are further explored in MGMT2105-East Asian Business Enterprise, MGMT3102-Asia Pacific Business, MGMT3101-International Business Strategy.

Course Aims

This course seeks to provide an in-depth understanding of how we differ across cultures, an understanding that is critical to working and interacting in today's culturally diverse business environments. The course provides conceptual frameworks for systematically understanding differences across cultures, and identifying dimensions of convergence and divergence in norms, values and belief systems. Topics covered include comparative studies of culture and country profiles; the impact of culture on international business and international management; and the constraints of cross-cultural communication. Topics also include the study of cross cultural negotiation and decision making; ethics and social responsibility in global management; balancing the practices of ethical relativism and universalism; cross cultural leadership styles, work values and motivation; and managing global teams and workforce diversity for competitive advantage. Finally,

the course considers human resource issues unique to global management, including cross-cultural entry and re-entry transitions; the selection and training of global managers; culture shock and cultural adjustment; and the challenges of managing global careers.

Learning 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, using analytical and reasoning skills developed 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;
- demonstrate the acquisition of enhanced written and oral communication skills gained through assignments and associated tasks completed in this course.

These outcomes are directly related to UNSW and ASB graduate attributes such as global outlook, appreciation of diversity, social responsibility, critical thinking and effective communication.

Approach to Learning and Teaching

The teaching and the learning 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 case studies, assignments related to real life events, along with discussions and reflection on your own work and life experience. Consequently, your participation and contribution 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.

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 presenting theoretical concepts, but the actual lecture will be supported by exercises, video cases, and discussions.

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.

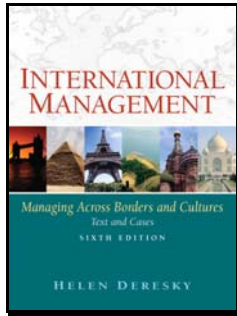
In preparation for such an interactive approach to teaching and learning, I strongly recommend the following:

- Check regularly the course website
- Make use of the posted lecture notes and readings, along with other resources included on the course website and listed at the end of this outline
- Prepare your weekly readings (from the textbook and required journal articles)
- Prepare your cases (first lecture and tutorial will include more specific tips on this matter)
- Participate in class discussions, group work and practical activities.

The value you will take out of class is directly related to how much you prepare and how much you get involved!

COURSE MATERIALS

Textbook:



International Management
Managing Across Borders and Cultures
Sixth Edition, © 2008

Helen Deresky, *State University of New York - Plattsburgh*

ISBN: 978-0-13-614326-0

Publisher: Pearson/Prentice Hall, Upper Saddle River, NJ

Available at the UNSW Bookshop

Case studies: included in the text above or provided on the course website (list of cases on page 9)

Required readings: journal articles provided on the course website (listed on page 9)

Class notes: PowerPoint slides posted on the course website by the end of the week before each lecture

LEARNING ASSESSMENT

Formal Requirements

In order to pass this course, you must achieve a composite mark of at least 50% and submit all assessment components, as 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. Besides the need to match assessment methods to the variety of learning outcomes, evaluation across different tests, activities and tasks reduces the error and compensates for the potential effect of unusual circumstances.

Your individual learning will be captured in two equally-weighted exams (Exam 1 and Exam 2), learning reports and your class participation. The other assessment methods are based on teams of 3 or 4 students, and include a case analysis (consisting of a written component and a professional oral presentation) and a country report, which will be a shorter, informal presentation. The weight of each evaluation method is detailed below:

Exam 1 (Multiple choice 50x2 points)	100 points	20%
Exam 2 (Multiple choice 50x2 points)	100 points	20%
Learning reports (2x10 points)	20 points	4%
Participation	30 points	6%
Case analysis	200 points	40%
Overall analysis (100 points)		
Memo (50 points)		
Presentation (50 points)		
Country report	50 points	10%
TOTAL	500 points	100%

The assessment methods presented above reflect the targeted learning outcomes, addressing both understanding and application of concepts and knowledge (for instance, multiple choice exam versus case analysis), experiential learning (via applied team tasks and participation in class activities), reflection (learning reports and discussions), and both written and oral communication skills (memo and presentations).

Exams

Both exams will consist of **50 multiple choice questions** (2 points each). 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. The second exam is not cumulative (see the schedule at the end of the outline), however, please note that topics studied in the second part of the session build on the knowledge presented in the first part. Both exams will be held during class time.

Case analysis

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 work in teams. Each team will choose **one case study** and will present their analysis in the tutorial when the chosen case is scheduled. The analysis will be presented both in written form and oral presentation, as described below. This way you will practice diagnosis and problem solving skills, along with the ability to work in teams, oral presentation skills and written business communication, all important in the business world. The format is detailed below:

Memo: The memo will be **maximum 2 single-spaced pages (report format)**. It must be written in a professional manner: grammar, spelling and organization are as important as the content of your analysis. The memo should include a brief summary of the case with:

- a clear statement of the fundamental management issue
- an in-depth analysis / diagnosis of the issue, using theory and data from case
- a recommended solution along with ways to implement it or insights from the case.

Presentation: You will have **15 minutes** for your **presentation** in class, plus a 20 minutes Q&A session. The presentation will be supported by PowerPoint slides and will summarize the memo, adapting the content and the structure to create an engaging and convincing presentation (i.e., it should NOT be a word-by-word delivery of the memo!). Be creative and make use activities to involve the audience in your case presentation.

You will submit the memo and a printed copy of the presentation slides **at the beginning of the tutorial when your case is scheduled**. Please note that both count toward the total mark for your case analysis. Please include team name (determined by the country you will report on, see next section) and members' names on each document.

The specific evaluation criteria for the case analysis (both the memo and the presentation) are:

- Theory: understanding and application of concepts and theories presented in class
- Data: use of data from the case to justify your analysis and solution
- Creativity: critical thinking, customizing existing knowledge, integration
- Presentation style: effective written/oral communication, professional memo/slides, response to questions from class/tutor, appropriate use of time

It is your decision how you want to set up responsibilities in your team but I strongly advise against dividing the tasks completely (i.e. some team members take care of the presentation only, and others of the memo). To benefit from the learning associated with each task, and to ensure highest quality, it is best that all team members contribute to both parts of the assignment.

Participation

It is my expectation that you read each case and article, along with the textbook chapters 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 session we will discuss in detail how to work with case studies and how to benefit the most from tutorial activities. Additionally, we will analyze a first case together in our first tutorial. Your participation in class activities will be evaluated by your tutor (3 points per tutorial, from 0 to 3, depending on the frequency **and the quality** of your contributions).

Country reports

To facilitate cultural knowledge and understanding, we will virtually immerse ourselves in a variety of cultures by having each team present a country report (oral presentation) that would provide a new expatriate with essential information about doing business there. Relevant issues to discuss include the following:

- a general description of the country and its culture (e.g., location, religion and beliefs, language, standard of living, cultural dimensions)
- a description of the political, economic, technological, and legal environment
- management practices prevalent in that culture (e.g., how are employees hired? promoted? motivated?)
- skills and abilities that potential expatriates need to be successful in this culture
- any other interesting and specific details that you might find relevant

You may choose any country in the world, but not your own country, not the countries addressed in case studies (please see the list of case studies on page 9), and not a country already chosen by another team (we will discuss this process in our first class). This way we will cover in one way or another a wide range of countries and cultures, contributing to your knowledge about cultures and increasing your cultural sensitivity.

Each country report will last **not more than 15 minutes**. You will submit a printed copy of the presentation slides **at the beginning of the presentation**. The presentation will be informal, but it will include PowerPoint slides which you will also provide in electronic format for posting on the course website. 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 tutorial to present your country report, but it cannot be the same tutorial with your case presentation. For this task you will be evaluated by your peers based on how useful the information was and how effective you were in presenting it (see evaluation form in Appendix 2). Such aspects are better assessed by multiple evaluators than by one person. Your tutor will summarize the feedback and present it back to you (Appendix 3).

Learning reports

The purpose of the learning reports is to encourage you to reflect on the experience in class while connecting it to your experience in the real world. Thinking and writing about what you have learned is a good way to further the learning, and most importantly, to remember it, increasing the chances that you will actually use it. Reflection increases awareness on how you and others react in certain situations, which facilitates cross-cultural competence and sensitivity.

You will be posting these learning reports **on the course website** (My eLearning Vista). The process will be demonstrated in class. It is up to you when you complete this task, but you need to make sure you have submitted two learning reports (i.e. two postings on the website). Ideally, you will make these postings as soon as you feel you have learned something. Postings submitted after the deadline will not count towards your mark. What you will be reporting on: examples of how you have used what you've learned in class in interaction with others of a different cultural background, interactions you have observed, statements on how you intend to be using the learning from such interactions; you could also write about what you have learned new about yourself, about working in diverse teams, about interacting with people with different cultural background or about a culture that is new to you, about management in a globalized world, or anything else that is in some way relevant to activities in class and might be useful to you. Another way to fulfil the requirement for the learning report is to comment (constructively!) on others' insights: it might be relevant to you as well, or you might have something to contribute to the comments made by others.

There is no set required length for these reports, but you will only get the 10 points for each if:

- your report **relates to a class topic or activity** (lecture, exercises, case studies, videos, readings, discussions, etc.)
- it includes **your** personal insight or experience related to the topic or activity
- it provides a clear statement about **how you intend to apply what you have learned** in your future work or life in general.

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 returned marked assignments, for future reference.

Given the importance of your presentations for a successful tutorial, along with the flexibility provided in the scheduling of assignments, **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

Overall grade scale: Based on a % of 500 points

HD	85-100	<u>Keeping track:</u>
DN	75-84	You can easily keep track of where you stand in the course.
CR	65-74	There are 500 total points for the class. If, for instance, you
PS	50-64	have 375 points at the end of the class, your percent is 375
FL	<50	divided by 500, or 75%. Your grade for this class would be DN.

What the grades mean and the criteria associated to each grade:

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

STUDENT RESPONSIBILITIES AND CONDUCT

All students are expected to adhere to university policies in relation to class attendance and general conduct and behaviour. In addition, students are expected to understand their obligations in relation to workload and keeping informed. Information and policies on these topics can be found at: www.my.unsw.edu.au.

Workload

It is expected that you will need at least **ten hours** per week studying this course (including lecture and tutorials). However, the workload might be greater on periods where you need to complete specific assignments or prepare for examinations.

Attendance

Your regular and punctual attendance at lectures and tutorials is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment. Please note that the learning resulted from interactions, discussions and presentations is difficult to capture if you are not present in class. Such learning will be reflected in the exams questions and will be required for successfully completing other assignments.

Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements **to your university e-mail** address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class.

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 be happy to 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 and to make sure everyone contributes equally.*

CONTINUAL COURSE EVALUATION AND IMPROVEMENT

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. Some feedback suggested flexibility in assignment due dates, freedom to choose teammates and keeping costs for course materials as low as possible (therefore, I am posting required readings on the course website and I chose a textbook that includes case studies, fortunately very good ones!). Finally, in the past there was strong preference for assignments which involve experiential learning. 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.

ACADEMIC HONESTY AND PLAGIARISM

Personal integrity is an important part of effective management. In my view, it really is one of the most important qualities a person can have. It is my sincere hope that no student in this class does work which is not his or her own. However, it seems prudent to clarify in advance the University's policies in this regard:

Plagiarism is the presentation of the thoughts or work of another as one's own.* Examples include:

- direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at:

www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne.

CASE STUDIES LIST

Cases for assignments (discussed during tutorials):

1. *Google in China: The Big Disconnect* (China). Deresky, 2008, p.71
2. *Coca-Cola's Business Practices: Facing the Heat in a Few Countries* (Global). Deresky, 2008, p.59
3. *Aung Sein: An Entrepreneur in Myanmar (formerly Burma)*, on the course website
4. *Guanxi in Jeopardy* (US/China). Deresky, 2008, p.194
5. *DaimlerChrysler AG: A Decade of Global Strategic Challenges Leads to Divorces in 2007* (Germany/US) Deresky, 2008, p.323
6. *West Indies Yacht Club Resort: When Cultures Collide* (US/British Virgin Islands), on the course website
7. *Moto: Coming to America* (Japan/US), on the course website
8. *A first-time expatriate's experience in a Joint Venture in China* (US/China). Deresky, 2008, p.438

REQUIRED READINGS

- Prahalad, C. K., & Lieberthal, K. (2003). The End of Corporate Imperialism. *Harvard Business Review*, 81(8), 109-117.
- Earley, P. C. & Mosakowski, E. (2004). Cultural intelligence. *Harvard Business Review*, 82(10), 139-146.
- Banaji, R. M., Bazerman, M. H., & Chugh, D. (2003). How (Un)Ethical Are You? *Harvard Business Review*, 81(12), 56-64.
- Donaldson, T. (1996). Values in Tension: Ethics Away from Home. *Harvard Business Review*, 74(5), 48-62.
- Black, J. S. & Gregersen, H. B. (1999). The Right Way to Manage Expats. *Harvard Business Review*, 77(2), 52-63.
- Brett, J., Behfar, K. & Kern, M. C. (2006). Managing Multicultural Teams. *Harvard Business Review*, 84(11), 84-91.
- Manville, B. & Ober, J. (2003). Beyond Empowerment, Building a Company of Citizens. *Harvard Business Review*, 81(1), 48-53.
- Ghemawat, P. (2001). Distance Still Matters. *Harvard Business Review*, 79(8), 137-147.
- Green, S., Hassan, F., Immelt, J., Marks, M., & Meiland, D. (2003). In Search of Global Leaders. *Harvard Business Review*, 81(8), 38-45.

ADDITIONAL READINGS

These readings are optional, but highly recommended:

Adler, N. J. (2002). *International Dimensions of Organizational Behaviour*, 3rd Edition, Cincinnati, Ohio: South Western College Publishing.

Beamer, L., & Varner, I. (2001). *Intercultural Communication in the Global Workplace*, Boston: McGraw-Hill.

Burns, R. (1998). *Doing Business in Asia: A Cultural Perspective*, Australia: Longman.

Carroll, S.J., & Gannon, M. J. (1996). *Ethical Dimensions of International Management*, Thousand Oaks, California: Sage Publications.

Chaney, L.H. & Martin, J.S. (2007). *Intercultural Business Communication*, New Jersey: Pearson Prentice Hall

Dowling, P.J., Schuler, R., & Welch, D. (1999). *International Human Resource Management*, Cincinnati, Ohio: South-Western College Publishing.

Ferraro, G. P. (1998). *The Cultural Dimension of International Business*, 3rd Edition, New Jersey: Prentice Hall.

Gannon, M. J. (2003). *Understanding Global Cultures. Metaphorical Journeys through 28 Nations, Clusters of Nations, and Continents*, Thousand Oaks, Calif.: Sage Publications.

Gannon, M.J. (2008). *Paradoxes of Culture and Globalization*, Thousand Oaks, Calif.: Sage Publications.

Harris, P., & Moran, R. (1999). *Managing Cultural Differences: Leadership Strategies for a New World of Business*, Houston, Texas: Gulf Professional Publishing.

Hampden-Turner, C., & Trompenaars, F. (1993). *The Seven Cultures of Capitalism: Value Systems for Creating Wealth in the United States, Japan, Germany, France, Sweden and the Netherlands*, New York: Currency Doubleday.

Hofstede, R. M. (2001). *Culture's Consequences: Comparing Values, Behaviours, Institutions and Organizations Across Nations*, Thousand Oaks, California: Sage Publications.

Hofstede, G., (1991) *Cultures and Organizations: Software of the Mind*, New York: McGraw-Hill.

Lane, H. W., DiStefano, J. J., & Maznevski, M. L., (2000). *International Management Behaviour*, 4th Edition, Cambridge, Mass.: Blackwell Business.

Moran, R. T., & Stripp, W. G. (1991) *Successful International Business Negotiations*, Houston: Gulf Publishing Co.

Puffer, S. (1996). *Management Across Cultures: Insights from Fiction and Practice*. Malden, MA: Blackwell Publishing.

Schneider, S., & Barsoux, J. (2003). *Managing Across Cultures*, London: Prentice Hall.

Tayeb, M. (2003). *International Management: Theories and Practice*, Harlow, England: Prentice Hall.

Trompenaars, F & Hampden-Turner, C. (1997). *Riding the Waves of Culture: Understanding Cultural Diversity in Business*, London: Nicholas Brealey.

Walker, D.M., Walker, T., & Schmitz, J. (2003). *Doing Business Internationally: The Guide to Cross-Cultural Success*, New York: McGraw-Hill.

Young-Bruehl, E. (1994), *Global Cultures: A Transnational Short Fiction Reader*. Middletown, Connecticut: Wesleyan University Press.

RELEVANT JOURNALS

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 European Union
globaledege.msu.edu globalEDGE portal, Center for International Business Education and Research at Michigan State University, US
www.apecsec.org.sg Asia-Pacific Economic Cooperation
www.austrade.gov.au Australian Trade Commission
www.cia.gov/library/publications/the-world-factbook/index.html The World Factbook (CIA)
www.geert-hofstede.com Hofstede's Cultural Dimensions
www.ifg.org International Forum on Globalization
www.imf.org International Monetary Fund
www.unsystem.org United Nations
www.worldbank.org World Bank
www.wto.org World Trade Organization

OTHER RESOURCES, SUPPORT AND INFORMATION

The University and the ASB provide a wide range of support services for students, including:

- Learning support, writing skills workshops, study skills resources and assistance (all free!): ASB Education Development Unit, www.business.unsw.edu.au/edu Room GO7, Ground Floor, West Wing, ASB Building, 9385 5584, edu@unsw.edu.au
UNSW Learning Centre, www.lc.unsw.edu.au Level 2 of the Library, 9385 3890.
UNSW Library, info.library.unsw.edu.au, 9385 2650
- Technical support (for website log in, downloading documents, etc.)
IT at UNSW Service Desk, www.its.unsw.edu.au, 9385 1333
- Counselling support for problems of a personal or academic nature
Counselling Services, www.counselling.unsw.edu.au Level 2, Quadrangle East Wing, 9385 5418.
- Disability Support Services
Students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the Course Coordinator or the Equity Officer www.studentequity.unsw.edu.au/disabil.html. Early notification is essential to enable any necessary adjustments to be made
- Other useful information, related to such issues as:
Examination procedures and advice concerning illness or misadventure:
my.unsw.edu.au/student/academiclife/assessment/examinations/examinationrules.html
Occupational Health and Safety policies and student responsibilities:
my.unsw.edu.au/student/atoz/OccupationalHealth.html

CASE ANALYSIS EVALUATION

Team: _____ **Case:** _____

	Not acc. FL	Fair PS	Good CR	Excell. DN	Outst. HD
Overall analysis					
Identification of fundamental mgmt issue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysis/diagnosis of the issue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Use of theoretical concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Use of data from the case	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommendation/solutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Critical thinking / creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					/100
Memo					
Content (issue, analysis, solution)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Structure /organization of the memo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					/50
Presentation					
Content ((issue, analysis, solution)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Structure / organization of the presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation style / delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					/50
Overall mark					/200

Strengths:

Areas of improvement:

Team/Country evaluated: _____ Your name: _____

Country Report Evaluation Form

1. How useful was the information presented by this team with regard to doing business in that country?

Not useful at all

So and so

Very useful

1

2

3

4

5

- 2. How useful was the information with regard to understanding the culture of this country?**

Not useful at all

So and so

Very useful

1

2

3

4

5

- 3. How effective was the overall presentation (style, organization, use of supporting materials, etc.)?**

Not effective at all

So and so

Very effective

1

2

3

4

5

Specific feedback and comments you would like to provide for this group:

[illegible]

COUNTRY REPORT EVALUATION

Team _____

How your peers evaluated your presentation:

1. Usefulness of information presented with regard to doing business in the country:	/5.0
2. Usefulness of information presented with regard to understanding the culture:	/5.0
3. Overall effectiveness of the presentation (style, organization, use of supporting materials):	/5.0
<hr/>	
Average score:	/5.0
Points corresponding to the grading scale (Score x 10)	/50
Overall mark	/50

Comments from class (the number in parentheses shows the frequencies of comments):

- *[Comments from your peers will be included here (#)]*

Tutor's summary: *[your tutor will include here a summary of the comments above and any additional feedback that might be appropriate]*

COURSE SCHEDULE

Wk	Date	Lecture Topic	Tutorial activities	Readings
1		The Global Business Environment Introduction to the topic, course overview Working with case studies	No tutorials	Chapter 1, 3 Prahalad & Lieberthal (2003): <i>The End of Corporate Imperialism</i>
2		The Cultural Context of Management Understanding culture and its impact on business, cultural dimensions, and cultural clusters	Set up teams Case study: <i>Google in China: The Big Disconnect</i> (China, US)	Chapter 4 Earley & Mosakowski (2004): <i>Cultural Intelligence</i>
3		Cross-cultural Communication Communication and cultural noise, meanings and (mis)interpretation of messages	Case study: <i>Coca-Cola's Business Practices: Facing the Heat in a Few Countries</i> (Colombia, Mexico, India, US) Country report	Chapter 5 Banaji et al. (2003) <i>How (Un)Ethical Are You?</i>
4		Cross-cultural Negotiation and Decision Making Cultural influences on negotiation, negotiating style and particularities of decision making processes	Case study: <i>Aung Sein: An Entrepreneur in Myanmar (formerly Burma)</i> Country report	Chapter 2 Donaldson (1996): <i>Values in Tension: Ethics Away from Home</i>
5		Ethics and Social Responsibility across Cultures Cultural specificity versus global standards, Managing interdependence between corporations and host-countries	Review for Exam 1	Chapters 1, 2, 3, 4, 5 Review previous readings
6		Exam 1	Case study: <i>Guanxi in Jeopardy</i> (US/China) Country report	Chapter 9 Black & Gregersen (1999): <i>The Right Way to Manage Expats</i>

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Wk	Date	Lecture Topic	Tutorial activities	Readings
7		Global Human Resources Management Staffing and Training for global operations, Expatriate management, Compensation	Case study: <i>DaimlerChrysler AG: A Decade of Global Strategic Challenges Leads to Divorces in 2007</i> (Germany/US) Country report	Chapter 10 Brett et al. (2006): <i>Managing Multicultural Teams</i>
8		Managing global teams and workforce diversity Transnational teams, challenges and benefits of diversity, New ways of working	Case study: <i>West Indies Yacht Club Resort: When Cultures Collide</i> (US/British Virgin Islands) Country report	Chapter 11 Manville & Ober (2003): <i>Beyond Empowerment: Building a Company of Citizens</i>
9		Motivation across cultures The meaning of work, Cross-cultural research on motivation, Implications for management	Case study: <i>Moto: Coming to America</i> (Japan/US) Country report	Chapter 11 Ghemawat (2001): <i>Distance matters</i>
Vacation week - Enjoy!				
10		No lecture (Labour day!)	Case study: <i>A first-time expatriate's experience in a Joint Venture in China</i> (US/China) Country report	Chapter 11 Green et al. (2003) <i>In Search of Global Leaders</i>
11		Leadership in a multicultural world The cultural aspect of leadership in a globalized business environment Course evaluations	Review for Exam 2 Tutorials evaluations Last week for submitting the Learning Reports (Oct.17, 5pm)	Chapters 9, 10, 11 Review Chapters 1-5 Review previous readings
12		Exam 2	No tutorials	