

# School of Management

## **MGMT2102** **Managing Across Cultures**

### **Course Outline** **Semester 2, 2017**

### **Course-Specific Information**

The Business School expects that you are familiar with the contents of this course outline. You must also be familiar with the Course Outlines Policies webpage which contains key information on:

- Program Learning Goals and Outcomes
- Academic Integrity and Plagiarism
- Student Responsibilities and Conduct
- Special Consideration
- Student Support and Resources

This webpage can be found on the Business School website:

<https://www.business.unsw.edu.au/degrees-courses/course-outlines/policies>

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## COURSE-SPECIFIC INFORMATION

### 1 STAFF CONTACT DETAILS

Lecturer-in-charge: Dr. Ilro Lee  
Room: AGSM Building Level 1 Fellows  
Phone No: 9385 8692 (ext 58692)  
Email: [ilro.lee@unsw.edu.au](mailto:ilro.lee@unsw.edu.au)  
Consultation Times –by appointment

Tutor: Sepideh Farzadnia  
Room: UNSW Business Building 5<sup>th</sup> floor West Wing  
Email: [sepideh.farzadnia@unsw.edu.au](mailto:sepideh.farzadnia@unsw.edu.au)  
Consultation Times: Tuesday 12:00PM – 1PM

### 2 COURSE DETAILS

#### 2.1 Teaching Times and Locations

Lectures start in Week 1: The Time and Location are:

LECTURE	DAY	TIME	LOCATION
A	Tuesday	4 – 6pm	Webst ThB

Tutorials start in Week 1 (to Week 13). The Groups and Times are:

TUTORIAL	DAY	TIME	LOCATION
M10A	Monday	10 am	Quad G025
M11A	Monday	11 pm	Quad G026
T13A	Tuesday	1 pm	Sqhouse114
T14A	Tuesday	2 pm	Sqhouse114
T15A	Tuesday	3 pm	Sqhouse114

#### 2.2 Units of Credit

The course is worth 6 units of credit.

#### 2.3 Summary of Course

MGMT2102 is designed to help students develop knowledge, skills and approaches to managing across borders and cultures. Initially, it delineates the complexity of 'culture' as a concept. It then looks at a range of enterprises throughout the developed and developing world, as well as the way newcomers to the global stage manage strategic and interpersonal aspects of the move from the domestic environment. The focus is on the behaviour of those whose reach is both international and cross cultural in character - these days a volatile sphere, thanks to changes in information technology.

MGMT2102 describes what students will need in managing people and designing strategies that work in an international and cross-cultural context, including how to lead cross-cultural teams, as well as managing any day-to-day operations.

#### 2.4 Course Aims and Relationship to Other Courses

MGMT2102 is designed to provide students with better approaches to managing in a cross-cultural context. It will advance students' skills by setting standards for effective practice and by adding substantially to their knowledge of cross-cultural management as part of a global environment. Ultimately, it will strengthen student's performance by

calling on their own behavioural reflection. It is a chance to forge a stronger professional presence.

Students will experience a small overlap with other subjects such as MGMT1101-Global Business Environment, MGMT2101-International Business and Multinational Operations; however the focus of MGMT2102 will be directed at cultural business behaviour and management. Courses such as MGMT1001-Managing Organisations & People, MGMT1002-Managing Organisational Behaviour and MGMT2002-Managing Business Communication provide an excellent setting of introductory information where MGMT2102 will give greater expansion. Other subjects where there may be a small overlap include MGMT2105-East Asian Business Enterprise, MGMT3102-Asia Pacific Business, and STRE3101-International Business Strategy.

## 2.5 Student Learning Outcomes

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 undergraduate 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 Program Learning Goals and Outcomes, see the School's Course Outlines Policies webpage available at <https://www.business.unsw.edu.au/degrees-courses/course-outlines/policies>

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):

Program Learning Goals and Outcomes		Course Learning Outcomes	Course Assessment Item
<i>This course helps you to achieve the following learning goals for all Business undergraduate coursework students:</i>		<i>On successful completion of the course, you should be able to:</i>	<i>This learning outcome will be assessed in the following items:</i>
1	Knowledge	Identify major cultural characteristics, including communication styles that characterize regions, nations, communities, organizations, groups and individuals	<ul style="list-style-type: none"> <li>• Active participation/reflection</li> <li>• Case study proposal</li> <li>• Mid-semester exam</li> </ul>
2	Critical thinking and problem	The ability to identify and analyse cultures and then present a range of	<ul style="list-style-type: none"> <li>• Active participation/</li> </ul>

	solving	cultural arguments concerning the need for culturally sensitive and socially responsible behaviour in business	<ul style="list-style-type: none"> <li>reflection</li> <li>Case study proposal</li> <li>Final exam</li> </ul>
3a	Written communication	Construct written work which is logically and professionally presented and presents a persuasive argument	<ul style="list-style-type: none"> <li>Case study proposal</li> <li>Final exam</li> </ul>
3b	Oral communication	Communicate ideas in a succinct and clear manner	<ul style="list-style-type: none"> <li>Case study presentation</li> <li>Active participation</li> </ul>
4	Teamwork	Work cohesively within a cross-cultural team	<ul style="list-style-type: none"> <li>Case study presentation</li> </ul>
5a.	Ethical, social and environmental responsibility	Present a range of cultural arguments concerning the need for social responsibility and ethical behaviour in business	<ul style="list-style-type: none"> <li>Active participation/ reflection</li> <li>Final exam</li> </ul>
5b.	Social and cultural awareness	Understand the major culture-based challenges faced by international managers (political, legal, economic and technological)	<ul style="list-style-type: none"> <li>Active participation/ reflection</li> <li>Case study proposal</li> <li>Mid-semester exam</li> <li>Final exam</li> <li>Case study presentation</li> </ul>

### 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 and prepared participant in both lectures and tutorials.

### 3.2 Learning Activities and Teaching Strategies

The methodology combines lectures, tutorial exercises, group work, personal reflection and research. Assignments and reflections comprise a core of data that records your understanding of the unit as it develops and changes over the term. Some learning will be from peers. Students are expected to offer their own cultural background as a resource.

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 (2 hours/week) focuses on presenting theoretical concepts, supported by exercises, cases, and discussions.

Tutorials (1 hour/week), includes case studies, and individual or group tasks which will call upon and stimulate your research skills, self-reflection, and ability to work with others, along with oral and written communication skills. A detailed course schedule is attached.

## 4 ASSESSMENT

### 4.1 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 (see below).

### 4.2 Assessment Details

Assessment Task	Weighting	Length	Due Date
Case study proposal	20%	1000 words	Week 7
Case study presentation (team based)	20%	30 minutes	Week 7 – Week 12
Mid-semester exam	20%	1.5 hours	Week 6 in lecture
Final exam	20%	1.5 hours	Week 13 in lecture
Active participation/ reflection	20%	Ongoing, plus 2 written reflections (up to 300 words)	Ongoing, Reflections due in Weeks 5 and 10
Total	100%		

#### Overall grade scale: Based on 100 points

HD 85-100

DN 75-84

CR 65-74

PS 50-64

FL <50

## INSTRUCTIONS FOR TEAM BASED ASSESSMENTS

Students can choose who to work with for their team based assessments (case study presentation and peer reviewed presentation) however they are strongly advised to form teams with at least two different nationalities (if you do not have a diverse team it will be very difficult to complete your reflection exercises). There must be 6 teams in each tutorial consisting of no more than five people.

### Case studies:

As a group, select one of the following case studies for analysis. All case studies must be covered and will be allocated on a first come, first served basis. You will then be required to do the individual case analysis proposal and the team-based case study presentation with the assigned case. The purpose of the case study assessments are to apply your learning to real world scenarios both individually and as part of a team. They aim to develop your critical thinking, problem solving and communication skills.

1. Budde-Sung, A. 2013. Dilemmas in working across cultures: Arun in a conundrum. In P. Ramburuth, C. Stranger, & M. Serapio (Eds.), ***Asia - Pacific Business Cases Dynamics of International Business***. Melbourne Cambridge University Press.
2. Rivers, C. 2013. Walking the blurry line in China: Negotiating deals and staying out of jail In P. Ramburuth, C. Stranger, & M. Serapio (Eds.), ***Asia - Pacific Business Cases Dynamics of International Business*** 15-25. Melbourne Cambridge University Press
3. Hang, Z., Wenjiang, C., Xing, S., & Ziwei, W. 2013. Taobao vs. eBay: The fight between a local nobody and a global giant. In P. Ramburuth, C. Stranger, & M. Serapio (Eds.), ***Asia - Pacific Business Cases Dynamics of International Business***. Melbourne Cambridge University Press.
4. Qin, C., Ramburuth, P., & Wang, Y. 2013. John Parker's expatriate experiences in China In P. Ramburuth, C. Stranger, & M. Serapio (Eds.), ***Asia - Pacific Business Cases Dynamics of International Business*** 137-144. Melbourne Cambridge University Press
5. Gaunt, S. A., & Caprar, D. V. 2013. Losing touch with the context: The story of Ravinaki Resort in Fiji. In P. Ramburuth, C. Stranger, & M. Serapio (Eds.), ***Asia - Pacific Business Cases Dynamics of International Business*** 37-46. Melbourne Cambridge University Press
6. Ruwhiu, D., & Elkin, G. 2013. Quality through culture: Organizational development at new American ice cream. In P. Ramburuth, C. Stranger, & M. Serapio (Eds.), ***Asia - Pacific Business Cases Dynamics of International Business***. Melbourne Cambridge University Press

### Case analysis proposal (individual task) 20%

Place yourself in the position of an external consultant who has researched the case. Write a proposal of no more than 1000 words outlining what you consider to be the key cultural management issues covered in your case study. Your proposal must cover the following:

- A summary outlining your understanding of the case study and highlighting the key stakeholders



- Analysis using theories covered in lectures, tutorials, readings, and other relevant information including key data from the case study and other relevant recent events. It is important that theory is related directly to case-study examples
- Key commercial learnings that should be adopted by another organization embarking on a similar venture.

You will also be marked on your ability to:

- Structure your proposal correctly
- Use proficient business style English
- Correctly reference your work.

This exercise must be conducted individually and submitted as a 'Microsoft Word document' on Turnitin in Moodle before lecture time in week 7. Please use single spacing and use no less than 11pt font size. Finally, please ensure you include a Harvard style reference list (this is additional to your 1000 word limit) and Harvard style in text referencing.

#### *Case Study Proposal Marking Criteria*

<b>Criteria:</b>	<b>FL</b>	<b>PS</b>	<b>CR</b>	<b>DS</b>	<b>HD</b>
A summary outlining your understanding of the case study (5%)					
Analysis using theoretical concepts, readings and other relevant information including key data from the case study (5%)					
Organizational and managerial learnings that should be adopted by another organization embarking on a similar venture (5%)					
Referencing, quality of writing and structure of proposal (5%)					

#### **Case analysis presentation (team task) 20%**

Prepare and deliver a 30-minute presentation in your tutorial using PowerPoint on what you consider the cultural management issues covered in your case study.

Your presentation should include the following:

- A summary outlining your understanding of the case study and highlighting the key stakeholders
- Analysis using theories covered in lectures, tutorials, readings, and other relevant information including key data from the case study and other relevant recent events. It is important that theory is related directly to case-study examples
- Key organizational and managerial learnings that should be adopted by another organization embarking on a similar venture.

You will also be marked on your ability to:

- Hold your audience's attention via an engaging and well-structured presentation
- Answer questions.

#### *Case Study Presentation Marking Criteria*

<b>Criteria:</b>	<b>FL</b>	<b>PS</b>	<b>CR</b>	<b>DS</b>	<b>HD</b>
A summary outlining your understanding of the case study (4%)					
Analysis using theoretical concepts, readings and other relevant information including key data from the case study (4%)					
Organisational and managerial learnings that should be adopted by another organization embarking on a similar venture (4%)					
The team's ability to hold their audience's attention via an engaging and well-structured presentation (4%)					
Ability to answer questions (4%)					

#### **Active participation/ reflection 20%**

12% of this mark will be gained for attendance, conduct and active participation in lectures and tutorials. The purpose of this assessment task is to ensure that all students maximise their learning through active participation in the course and reflection on what they have learned and how it may be applied. The following factors will be taken into consideration in determining the final grade:

- Tutorial and lecture contribution and conduct
- Cooperation in forming a culturally diverse team
- The ability to successfully work in a culturally diverse team
- Due-diligence in preparing for tutorials and lectures including studying the required reading or specified case study.

The remaining 8% will be gained from the submission of 2 reflection papers due before your tutorial in Week 5 and 10. These reflection papers must not exceed more than 300 words each. Each paper must outline a personal scenario, an explanation of how it relates to something covered by the course and what you would do differently next time as a result of your learning in this course. 4% of the marks will be allocated for each paper submitted, which must be submitted as a 'Microsoft Word document' on Turnitin in Moodle. Please ensure you include a Harvard style reference list (this is additional to your 300 word limit) and Harvard style in text referencing.

#### **Mid-semester exam 20%**

This exam will be 1.5 hours long and will consist of 50 multiple choice questions. The purpose of the exam is to assess your understanding of the theoretical concepts discussed in lectures and tutorials preceding the exam and materials from the weekly readings.

## Final exam 20%

This exam will be 1.5 hours long and consist of two short essay questions based on a case study. The purpose of this exam is to assess your ability to critically analyse a specific scenario and apply the knowledge that you have gained in the course. Further details will be provided before the exam.

### 4.3 Assessment Format

See section 4.2

### 4.4 Assignment Submission Procedure

All assignments must be submitted via Moodle by the deadline indicated in the descriptions above. Please ensure that you get a receipt for your submission and keep a copy of all work submitted for assessment. Your grades and feedback will be distributed via your online submission.

### 4.5 Special Consideration, Late Submission and Penalties

Late work will not be accepted in this class unless you have received permission prior to the due date from your lecturer or tutor.

For information on Special Consideration please refer to the Business School's [Course Outlines Policies webpage](#).

### 4.6 Protocol for viewing final exam scripts

The UNSW Business School has set a protocol under which students may view their final exam script. Please check the protocol [here](#).

#### 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 School programs. All material used for such processes will be treated as confidential.

## 5 COURSE RESOURCES

The website for this course is on Moodle at:  
<http://moodle.telt.unsw.edu.au>

The textbook for this course is:

Deresky, H. (2016). *International Management: Managing Across Borders and Cultures, Text and Cases, Global Edition (9e)*. USA: Pearson Higher Education.

This textbook will be available in the UNSW bookshop.

The cases for this course come from:

Ramburuth, P., Stringer, C., & Serapio, M. (2013). *Asia-Pacific Business Cases Dynamics of International Business*. Melbourne: Cambridge University Press.

The following websites are also useful sources:

- [www.europa.eu](http://www.europa.eu) European Union
- [www.apecsec.org.sg](http://www.apecsec.org.sg) Asia-Pacific Economic Cooperation
- [www.austrade.gov.au](http://www.austrade.gov.au) Australian Trade Commission
- [www.cia.gov/library/publications/the-world-factbook/index.html](http://www.cia.gov/library/publications/the-world-factbook/index.html) The World Fact book (CIA)
- [www.geert-hofstede.com](http://www.geert-hofstede.com) Hofstede's Cultural Dimensions
- [www.ifg.org](http://www.ifg.org) International Forum on Globalization.

Please also use academic journals as sources. Relevant academic journals include:

- Journal of International Business Studies
- Journal of World Business
- International Journal of Human Resource Management
- Academy of Management Journal
- Academy of Management Review
- Academy of Management Discoveries
- Journal of Management
- Human Resource Management.

## 6 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's myExperience survey is one of the ways in which student evaluative feedback is gathered. In this course, we will seek your feedback through end of semester myExperience responses. We are always interested to hear student suggestions and believe such feedback can greatly enhance the course design, so welcome both formal and informal input throughout the semester.

## 7 COURSE SCHEDULE

COURSE SCHEDULE			
Week	Lecture Topic	Tutorial Topic & Assessments	Compulsory Readings
Week 1 24-Jul	Introduction to the course	NO TUTORIALS	<ul style="list-style-type: none"><li>• Textbook chapter 1</li><li>• Barney, J. (1991) Firm Resources and Sustained Competitive Advantage. <i>Journal of Management</i> 17(1)</li></ul>
Week 2	Understanding	<ul style="list-style-type: none"><li>• Getting to know you &amp;</li></ul>	<ul style="list-style-type: none"><li>• Textbook chapter 3</li></ul>

31-Jul	culture	forming teams (please make sure you attend)	<ul style="list-style-type: none"> <li>• Hofstede, G. (1994). The business of international business is culture. <i>International business review</i>, 3(1), 1-14</li> </ul>
Week 3 7-Aug	Developing a global management team	<ul style="list-style-type: none"> <li>• How to write a proposal and a reflection</li> <li>• Hofstede's Cultural Dimensions</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook chapter 10 pp. 413-433</li> <li>• Govindarajan, V., &amp; Gupta, A. K. (2001). Building an effective global business team. <i>MIT Sloan Management Review</i>, 42(4), 63</li> </ul>
Week 4 14-Aug	Communicating & decision making across cultures	<ul style="list-style-type: none"> <li>• Global business team</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook chapter 4</li> <li>• Adams, S. M. (1999). Settling cross-cultural disagreements begins with "where" not "how". <i>The Academy of Management Executive</i>, 13(1), 109-110</li> </ul>
Week 5 21-Aug	Negotiation & dealing with gifts & bribery	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> reflection paper due</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook chapter 5</li> <li>• Sebenius, J. K. (2002). The hidden challenge of cross-border negotiations. <i>Harvard Business Review</i>, 80(3), 76-85</li> </ul>
Week 6 28-Aug	Mid-Semester Exam	<ul style="list-style-type: none"> <li>• Negotiation game</li> </ul>	
Week 7 4-Sep	Corporate social responsibility & ethical decision making	<ul style="list-style-type: none"> <li>• Group 1 case study presentation</li> <li>• Individual case proposal due</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook chapter 2</li> <li>• Jamali, D. (2010) The CSR of MNC Subsidiaries in Developing Countries: Global, Local, Substantive or Diluted? <i>Journal of Business Ethics</i>, 93:181-200</li> <li>• Read case 1</li> </ul>
Week 8 11-Sep	Managing global mobility	<ul style="list-style-type: none"> <li>• Group 2 case study presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook chapter 9</li> <li>• Gregersen, H. B., &amp; Black, J. S. (1999). The right way to manage expats. <i>Harvard business review</i>, 77(2), 52-59</li> <li>• Read case 2</li> </ul>
Week 9 18-Sep	Culture & global business strategy	<ul style="list-style-type: none"> <li>• Group 3 case study presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook chapter 7</li> <li>• Read case 3</li> </ul>
Mid-semester break: 23 September – 2 October inclusive (2 Oct = Labour Day Public Holiday)			
Week 10 3-Oct	Motivating & leading	<ul style="list-style-type: none"> <li>• Group 4 case study presentation</li> <li>• 2nd reflection paper due</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook chapter 11</li> <li>• Read case 4</li> </ul>
Week 11 9-Oct	Culturally intelligent manager	<ul style="list-style-type: none"> <li>• Group 5 case study presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Read case 5</li> <li>• Alon, I., &amp; Higgins, J. M. (2005). Global leadership success through emotional and cultural intelligences. <i>Business horizons</i>, 48(6), 501-512</li> </ul>

Week 12			<ul style="list-style-type: none"> <li>• Read case 6</li> </ul>
16-Oct	Critical assessment of culture	<ul style="list-style-type: none"> <li>• Group 6 case study presentation</li> </ul>	<ul style="list-style-type: none"> <li>• McSweeney, B. (2002). Hofstede's model of national cultural differences and their consequences: A triumph of faith- a failure of analysis, <i>Human Relations</i>, 55(1), 89-118</li> <li>• Caprar, V. (2011). Foreign locals: A cautionary tale on the culture of MNC local employees, <i>Journal of International Business</i>, 42, 608-628</li> </ul>
Week 13	Final Exam	<ul style="list-style-type: none"> <li>• Review for final exam</li> <li>• Feedback for the course</li> </ul>	
23-Oct			