Students with enquiries about program (degree) requirements should contact the College office; enquiries about course administration (subjects) are normally handled by the relevant Research School.

**BUSI 3029: Cross-Cultural Management**  
**Semester 2, 2014**  
**Final Outline**

**Course Description**

The objective of this course is to enhance the ability of class members to interact effectively with people from cultures other than their own, specifically in the context of international business. The course is aimed at significantly improving the ability of practicing managers to be effective global managers. The course is concerned with considering the issues and problems of managing in cross-cultural situations, in particular at the people problems that invariably arise in international business relationships. Failure on the part of managers to understand and deal with the difference in attitudes, values and behaviour of those with whom they interact in business transactions consistently has been shown to be a major source of difficulties. The course will involve marrying theories and concepts from the broad fields of culture and international business and applying them to problems typically confronted by managers involved in international business. The course will draw on the existing knowledge and expertise of the class participants to solve problems relevant to them and their organisations.

<table>
<thead>
<tr>
<th>Mode of Delivery</th>
<th>On campus</th>
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<tbody>
<tr>
<td>Prerequisites</td>
<td>As listed under Programs and Courses</td>
</tr>
<tr>
<td>Incompatible Courses</td>
<td>As listed under Programs and Courses</td>
</tr>
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</table>
http://programsandcourses.anu.edu.au

COURSE OVERVIEW

Learning Outcomes

Upon successful completion of the requirements for this course, students will be able to:

1. Discuss the main theories in cross-cultural management, analyse existing research around the theoretical constructs and argue the validity of the extant literature;
2. Engage with the relevant contextual issues in cross-cultural management in relation to international business and the multi-cultural Australian workforce;
3. Identify problems in cross-cultural management, relate the problems to the literature and suggest solutions; and,
4. Communicate effectively in oral and written forms about cross-cultural management using appropriate concepts, logic and rhetorical conventions.

Proposed Assessment (Summary): Assessment for this course will be confirmed after consultation with students at the first lecture of the semester. If there are any changes to the assessment, those changes will be publicised on Wattle.

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Value</th>
<th>Due Date</th>
<th>Linked Learning Outcomes (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Research Essay</td>
<td>30%</td>
<td>Friday August 29th 4pm</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>2. Power point presentation</td>
<td>10%</td>
<td>Friday September</td>
<td>1, 2, 4</td>
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</table>
Research-Led Teaching
The course is designed to provide students the opportunity to learn and critique extant research in cross-cultural management. Each week students have to read at least one research article which is then discussed in class in terms of its findings, applications and value in the business world. Students also have to critique existing models of cross cultural management in an essay. Assignments include a research essay, power point presentation, a professional report on a case study, and online discussions each week. All assessments require students to have an understanding of extant research in the field. In addition, the lecturer and guest lecturers present aspects of relevant current research they are conducting in the class.

Feedback

Staff Feedback
Students will be given feedback in the following forms in this course:
1. Written comments on paper copy assignments
2. Verbal or email comments on online discussions
3. Overall feedback to the whole class

Student Feedback
ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching, and opportunities for improvement.

For more information on student surveys at ANU and reports on the feedback provided on ANU courses, go to:
http://unistats.anu.edu.au/surveys/selt/students/ and
http://unistats.anu.edu.au/surveys/selt/results/learning/

Policies
ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University’s academic standards, and implement them. You can find the University's education policies and an explanatory glossary at: http://policies.anu.edu.au/
Students are expected to have read the [Code of Practice for Student Academic Integrity](#) before the commencement of their course.

Key policies include:

- [Student Assessment (Coursework)](#)
- [Student Surveys and Evaluations](#)
- [Assessment of Student Learning](#)
<table>
<thead>
<tr>
<th>Week</th>
<th>Summary of Activities</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Seminar: <strong>Introduction</strong>&lt;br&gt;Reading:&lt;br&gt;Chapters 1 &amp; 2 of text book.</td>
<td></td>
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<tr>
<td>4</td>
<td>Online case studies (no Seminar): <strong>Theory to Practice - Inter-cultural case studies</strong></td>
<td>Detailed online</td>
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</table>
| 5 | **Seminar:** **Intercultural communication and multi-lingualism in organisations**  
**Reading:**  
Chapter 6  
**Online discussion 2% marks.** |
| 6 | **Seminar:** **Negotiation and conflict in cross-cultural management**  
**Reading:**  
Chapter 6  
Weiss, S. E. 1993. Analysis of Complex Negotiations in International Business: The RBC Perspective, *Organization Science*, 4, 269-300. | **Submit assignment 1 by Friday August 29<sup>th</sup> 4pm 30% marks.**  
**Online discussion 2% marks.** |
| 7 | **Seminar:** **Diversity in the Australian workforce**  
**Reading:**  
**Online discussion 2% marks.** |
| 8  | Seminar: **Global careers - Expatriation and repatriation**  
Reading:  
| 9  | Seminar: **Leading in a multi-cultural organisation**  
Reading:  
Chapter 7  
| 10 | Seminar: **Global organizations – MNCs and off-shoring**  
Reading:  
Russell, B. & Thite, M. 2008. The next division of labour: Work skills in Australian and Indian |
|   | Seminar: **Employee-Employer relationships and cross-cultural management**  
Reading:  
Chapter 10  
|---|---|---|
|   | Seminar: **Cross cultural training: effectiveness and myths**  
Reading:  
Online discussion 2% marks. |
|   | Seminar: **Future of cross-cultural management**  
Reading:  
Chapter 11 |   |
ASSESSMENT REQUIREMENTS

Assessment Tasks

Participation
Presence and participation in class is expected from all students. Rolls are taken in each class. Marks are not allotted for class presence or participation.

Assessment Task 1: Research Essay

Details of task: Please choose one of the following questions and write a research essay. At least ten relevant academic references should be cited in the essay:

1. With the help of the literature, discuss one of the cultural constructs in Hofstede’s model. Following this, discuss any criticism, elaboration, modification and application the construct has attracted in the form of further research.

2. Cross-cultural groups have the potential to outperform mono-cultural groups. With the help of existing research discuss three significant issues that can make a cross-cultural group successful in an organisational context.

Assessment Rubric

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Needs some more work</th>
<th>Needs much more work</th>
<th>Mark</th>
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<tbody>
<tr>
<td><strong>Content</strong></td>
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<tr>
<td>Detailed discussion of the theoretical perspective</td>
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<tr>
<td>Examples provided to illustrate the theory in an organisational context</td>
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<tr>
<td>Discussion of relevant issues in relation to the question</td>
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<tr>
<td>Inclusion of citations from key research to develop argument</td>
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<tr>
<td>Applications/recommendations for the contemporary global organisation.</td>
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<tr>
<td><strong>Structure, Language and Referencing conventions</strong></td>
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<tr>
<td>Structure of essay:</td>
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<td>Introduction: Thesis statement, definition of key terms and outline of argument</td>
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</table>
Main Body: Logical discussion, persuasive arguments and clarity in the author’s ‘voice’
Conclusion: Summary of main argument and no new ideas or references.
Language: Appropriate paraphrasing, quoting and summarising from sources
Appropriate sentence structure, grammar and word limit.
Referencing: All ideas taken from sources are appropriately referenced
Reference list matches in-text references and is written in a consistent style.
Total Marks: 30

Word limit: 2000 words (+/- 10%)  
Value: 30%  
Presentation requirements: Follow essay writing guidelines uploaded in wattle.  
Estimated return date: Marked assignments will be returned in class after two weeks of the due date.

Assessment Task 2: Power point presentations prepared for an 8-10 mins oral presentation

Details of task: Prepare 8-10 power point slides (including a cover and reference list slide) based on the research essay. The set of slides should discuss the key issues from your essay but should be organised as a stand alone activity (i.e., I should not have to refer back to your essay for details). You will not be presenting the slides face to face but should practice presenting it to make sure the content can be presented in 8-10 mins.

Assessment Rubric

<table>
<thead>
<tr>
<th>Content</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Needs some more work</th>
<th>Needs much more work</th>
<th>Mark</th>
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<tbody>
<tr>
<td>Display of clear understanding of the topic</td>
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<tr>
<td>Discussion of the important issues in relation to the topic</td>
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<tr>
<td>Use of significant research in relation to the topic</td>
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<tr>
<td>Use of examples in illustrating the key issues</td>
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</table>
Logical flow in the discussion

Format

Easy to read slides
Logical sequencing of slides
Use of additional features (e.g., colour, icons, background images, etc) to make slides attractive
Careful editing of slides
Number of slides within the recommended limit (8-10 slides).

Total Marks: 10

Value: 10%
Presentation requirements: Follow Oral presentation guidelines uploaded in wattle.
Estimated return date: Marked assignments will be returned in class after two weeks of the due date.

Assessment Task 3: Report on case study

Details of task: Read the following case study and identity the problems in relation to cross-cultural management in this context. Assume the role of a management consultant and based on existing research provide recommendations on how these problems can be overcome. At least ten relevant academic references should be cited in the report.

The Big Food Company


You are a management consultant with expertise in cross-cultural management. You have recently been hired by the CEO of the “Big Food Company” a multi-national corporation with production and administrative units in several international locations. This company has its headquarters in the USA and specialises in the production of some of the most popular drink and snack items.

The Big Food Company has operated for around five years in China as a joint venture with a Chinese partner. The Chinese partner was responsible for the day to day running of the organisation and did so in the traditional Chinese way. In effect that meant that the organisation had a large number of people in managerial roles, a union for the employees and links with the Chinese Communist Party. Recently, The Big Food Company has made a decision to take over the entire administration of the organisation. The Chinese partner was assured a certain amount of profit in return for the use of their facilities, infrastructure and networks. Most employees were retained but some of their official roles were re-organised. The USA based executives felt that this would ensure more profit and a standardization of administrative policies across the company’s various international operations.

A senior executive was sent from the US head office to the Chinese location in order to oversee the administrative changes and given the title of Executive Officer- China (EO-C). The EO-C had experience in setting up joint ventures in other parts of the
world but did not have first hand experience with China. He also lacked local linguistic skills and had never lived outside an English speaking country. He found it difficult to communicate with the local management and over the next year or so, the EO-C hired a team of senior managers in areas of production, sales and human resources. These managers were all hired from outside China and had few local links. A small number of them had experience from other Asian locations but the majority of them were from US. They were given crash courses on the Chinese language and culture but were yet to develop an in-depth understanding of cultural underpinnings. Harbouring a distrust of unions and not being cognisant with the role unions typically play in Chinese organizations, the EO-C tried to remove the union. Salaries and job roles (and sometimes locations) were restructured for the Chinese employees in order to increase efficiency within the organisation. The EO-C tried consulting the senior Chinese employees and did not find much verbal disagreement on the issues from these employees. Despite their best intentions of making the organisation a model one in Asia, the senior management team soon found they had poor communication with the local employees leading to lack of trust, morale and productivity. The organisation was not making as much profit as they had estimated initially. Some of the lack of profit was due to large relocation costs of senior managers. The sales network was also suffering leading to further drop in profit. Your job as a cross-cultural management consultant is to identify what went wrong in the management style and decision making process in this context. Use the theoretical perspectives you have learned in the course to identify the mistakes the company made. Recommend how they can go about rectifying the mistakes based on the research literature.

You must have the following sections to your report:
Cover page
Executive summary
Introduction
Literature review
Analysis of the problem
Recommendations
Summary
References

Assessment Rubric

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<th></th>
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<tr>
<td>Content</td>
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</tr>
<tr>
<td>Appropriate identification of the problem</td>
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<tr>
<td>Detailed discussion of relevant theoretical perspective(s) in relation to the problem</td>
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<tr>
<td>Discussion of relevant contextual issues associated with the problem</td>
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<tr>
<td>Inclusion of key citations from research to analyse the problem</td>
<td>Creative and effective recommendations to rectify the problem</td>
<td>Detailed description of the recommendations (including a budget if necessary)</td>
<td>Recommendations presented in order of priority</td>
<td>Links between the recommendations and existing theories/research</td>
<td>Rationale behind the choice of recommendations</td>
<td>Suggestions on relevant follow up activities when necessary.</td>
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**Report Format**

Report has all the sections suggested in the case study  
Each section consists of information relevant to that section (4 marks)  
Professional format of the report  
Appropriate sentence structure, grammar and word limit  
Appropriate paraphrasing, quoting and summarising from sources  
All ideas taken from sources are appropriately referenced  
Reference list matches in-text references and is written in a consistent style.

**Total Marks:** 30

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Word limit: 2000 words (+/- 10%)  
Value: 30%  
Presentation requirements: Follow report writing guidelines uploaded in wattle.  
Estimated return date: Marked assignments will be available for collection from the lecturer’s office in about two weeks of the due date.

**Assessment Task 4:** Online discussions

**Details of task:** Provide responses to case studies or online discussion questions on weeks 2-12.
## Marking Criteria for Online discussion:

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<th>Excellent</th>
<th>Good</th>
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<th>Needs some more work</th>
<th>Needs Much more work</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion of relevant theoretical perspectives</td>
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<tr>
<td>Discussion of relevant illustrative examples or life experiences</td>
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<tr>
<td>Clear and logical presentation of ideas</td>
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<tr>
<td><strong>Total Marks:</strong></td>
<td>30</td>
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Word limit: 150 words (+/- 10%) for all weeks except week 4. Word limit for week 4 is 300 words per case (a total of 600 words +/- 10%).

Value: 30% (Week 4: 10%, other weeks 2% each).

Estimated return date: Oral feedback for week 4 discussion will be provided during the semester break. A block of time will be set and published in wattle nearing the time. Feedback on other weeks will be provided on request. Marks for other weeks will be released at the end of the semester.

**Online Submission:** Assignments are submitted using the course Wattle site. Submitted assignments must include the cover sheet provided on Wattle. Please keep a copy of the assignment for your records.

And,

**Hard Copy Submission:** Assignments must be submitted to the RSM Student Office and include a cover sheet. Email and fax submissions are not acceptable. You must keep a copy of assessment materials submitted for your records.

**Identify your Assignment with your Student Number only**

When submitting your assignment please ensure that it contains your student number in the **file name** and on the **first page**. Please do not put your name anywhere in your assignment.

**Use of Assignments as exemplars and grade moderation**

An important resource for enhancing educational quality is a stock of student work which can be de-identified and used as exemplars for future students in ANU courses, and for grade moderation exercises for teaching staff. If you do not wish your assignment to be used for such purposes please include a note to that effect on the front page of the assignment.
Late submission of Assignments

If an assignment is submitted after the due date it will not be marked unless an application for Special Consideration is approved. An application for Special Consideration must:

- where relevant include a medical report completed by a medical practitioner (an ordinary "medical certificate" is not sufficient);
- include a copy of as much of the assignment as has been completed by the due time and date; and
- be submitted as soon as practicable, preferably before or on the due date.

In general, a successful application for Special Consideration will result in the marking of the work completed at the due date with some upward adjustment of the mark, rather than an extension of time. However, in extenuating circumstances, supported by appropriate documentation, an extension may be granted.

Note that decisions about Special Consideration are not made by the teaching staff for this course.

Returning assignments
Assignments 1 and 2 will be returned in about a fortnight from the due date in class. Assignment 3 can be collected from the lecturer's office in about a fortnight from the due date. Assignment 4 oral feedback will be provided by the lecturer during the semester break. All timings of collection will be posted on wattle nearing the time.

Resubmission of assignments
Resubmission of assignments is not a possibility barring exceptional circumstances.

Referencing requirements
Harvard reference style should be used in the assignments. Please refer to more details in the following website:
https://academicskills.anu.edu.au/resources/handouts/harvard-referencing

Examination material or equipment
There is no examination for this course

Tutorial and /or Seminar signup
There are no tutorials. There is one three hour seminar per week. Please check timetable for time and place of seminar.
**Workload**

Students taking this course are expected to commit at least 10 hours a week to completing the work. This will include 3 hours per week in class and at least 7 hours a week on average (including non-teaching weeks) on course reading, research, writing and assignment work.

**Prescribed Texts and Reference Materials**

**Prescribed Texts**


You are also required to read the journal articles from the course schedule section of this document. The journal articles are available online through the library or google scholar.

**Recommended Reading**

The following books are will be placed in the library for supplementary readings:


**Support for Students**

The University offers a number of support services for students. Information on these is available online from [http://students.anu.edu.au/studentlife/](http://students.anu.edu.au/studentlife/)

**Finalisation of Marks and Grades**

After marking is concluded the lecturer will submit a report to the Committee of Examiners for the course recommending final marks and letter grades for each student. The Committee comprises, at a minimum, the Director of the Research School of Management, the lecturer, and at least one second examiner. The lecturer’s recommendations are based on the points accumulated by each student and judgments about individual student performance, guided by the ANU Policy on Coursework Assessment:


The Director of the Research School of Management then forwards the marks and grades to the Executive of the College of Business and Economics for final approval.