1.1 Communication with Staff
Students are advised to contact staff during consultation times, or by arranging an appointment, or by posting your enquiries on the discussion page of the course site via WebCT Vista.

1. INFORMATION ABOUT THE COURSE

2.1 Teaching times and Locations

Lectures begin in Week 1, and tutorials begin in Week 2.

2.2 Units of Credit
UOC value for the course: 6

2.3 Relationship of this course to other course offerings
This is a disciplinary specialisation course in International Business in the Master of Commerce. It focuses on the organisational behaviour and international management components of International Business.

2.4 Approach to learning and teaching
The teaching and learning approach adopted in this course is learner-centred, and consequently, requires active student participation and contribution. Through a range of interactive activities and teaching strategies, it seeks to engage students in the learning process in both lectures and tutorials. It also seeks to facilitate independent learning through individual tasks and research, and fosters collaborative learning through a range of group activities. Independent learning also requires critical thinking and reflective analysis. Our approach considers prior learning backgrounds and provides learning support in relation to specific tasks and graduate attributes.

3. COURSE AIMS AND OUTCOMES

3.1 Course Aims
This course seeks to provide an in-depth understanding of how we differ across countries and cultures, an understanding that is critical to working and interacting in today's culturally diverse business environments, both local and global. 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.

3.2 Student 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, the composition and functions of cross cultural teams, leadership decision, motivation, cross cultural ethics, managing conflict and international business negotiations;
- 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 cross cultural entry and re-entry transitions; expatriate selection, training and adjustment; repatriation and the management of global careers;
- link this understanding to the changing roles of expatriate managers;
- confidently engage in critical thinking, analytical and reasoning skills through the analysis of international business case studies, critical incidents, role plays and the evaluation of sources of information such as journal articles;
- display improved and informed levels of cross cultural competence and sensitivity gained through experiential learning and researching;
- demonstrate the acquisition of enhanced written and oral communication skills gained through assignments and associated tasks completed in the course.

3.3 Teaching Strategies
The teaching and learning approach adopted in this course is highly inter-active, requiring student participation and contribution. To this end, and prior to each class, students must:

- Download the weekly lecture and tutorial outline from the course website, accessed through: WebCT Vista : http://vista.elearning.unsw.edu.au
  The School web page: www.orgmanagement.com
- Prepare your weekly readings (from the textbook and course reader);
- Prepare your responses to set discussion questions and cases;
- Be prepared to participate in the class discussions, group work and practical activities.

The general format of the classes in this course will be as follows (with some variations):
- Lecture (1.5 hours): theories and conceptual frameworks, readings and discussion;
- Tutorial (1.5 hours): case studies, group discussions, simulations and practical application.

Should you have problems with WebCT Vista, please contact the Help Desk on 9385 1333.
4. STUDENT RESPONSIBILITIES AND CONDUCT

4.1 Workload
It is expected that you will spend at least **TEN HOURS** per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

4.2 Attendance
Your regular and punctual attendance at lectures and seminars 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. Regular attendance is essential for successful performance and learning in this course, particularly in view of the interactive teaching and learning approach adopted. Please inform your lecturer if you are unable to attend the class, and arrange for a classmate to collect any handouts.

4.3 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 that 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. More information on student conduct is available at: www.my.unsw.edu.au

4.4 Keeping informed
You should take note of all announcements made in lectures, tutorials or on the course website. 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.

**Note taking during lectures and tutorials is highly encouraged. Any audio/video recordings is not permitted unless permission is granted from the lecturer/tutor.**

5. LEARNING ASSESSMENT

5.1 Assessment Details
To pass this course, students must:
- attempt **ALL FOUR** assessment tasks
- submit / complete all assessment tasks on time
- attain an **overall** pass mark of 50% in the course

Assessment Tasks:
### Tasks

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mid-Session Test</td>
<td>20%</td>
</tr>
<tr>
<td>2. Report</td>
<td>20%</td>
</tr>
<tr>
<td>Groups of 3 (3000 words)</td>
<td></td>
</tr>
<tr>
<td><em>(Groups of 2 or 4 – see below)</em></td>
<td></td>
</tr>
<tr>
<td>Proposal &amp; Agreement</td>
<td></td>
</tr>
<tr>
<td>3. Group Case Presentation</td>
<td>20%</td>
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<tr>
<td>(20-30 mins)</td>
<td></td>
</tr>
<tr>
<td>4. Final Exam (2 hour paper)</td>
<td>40%</td>
</tr>
</tbody>
</table>

### ASSESSMENT TASKS

**1. Mid Session Test: Week 6**

The test will be one and a half hours in length, and will be in the form of an in-depth case study. You will be provided with a 'take home' case (but not the questions) in Week 5, for preparation in your own time. You will be provided with the questions in the lecture of Week 6. Further details will be provided prior to the test.

**2. Research Report: Tutorials Week 12**

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Length of report: Groups of 3: 3000 words (excluding abstract and references)</td>
</tr>
</tbody>
</table>

*Only when groups of 3 are not possible due to the numbers of students in the tutorial – the alternatives are groups of 2: 2500 words or 4: 3500 words*

The aim of this project is to enable you to research and gain further understanding of an area of Cross-cultural Management that is of particular interest to you. Working in pairs or groups of no more than three members (self selected), you will choose and explore ONE of the topics suggested below.

**Working in groups: A key aim of this course is to foster cross-cultural understanding.**

Given the diversity in our classes, we have the ideal opportunity to learn from each other in cross-cultural teams. You are therefore encouraged to take advantage of the diversity and use it as a tool for cross cultural learning and understanding. For this reason, the pairs/groups need to culturally mixed – although the nature of that mix will vary from group to group. The interpretation of 'diversity' can be broad when selecting partners and group members. You will be advised and assisted by the lecturer-in-charge and your tutors in this area.

**In special circumstances, where students who are in full time employment are able to use**
their organizations to conduct work-related research, individual reports may be considered. Please discuss this option with the course coordinator.

Report Topics:

**Topic 1:** A comparative study of a major topic in cross cultural management involving two countries or cultures, with group members equitably sharing responsibility for investigation of the countries, collaborating on conducting comparative analyses and writing of the report.

**Topic 2:** A comparative study into two organizations of two different countries of your choice through primary or secondary research. Students who elect to investigate through primary research will take responsibility for gaining access to the company, developing appropriate research instruments, gaining ethics committee approval and implementing the research plan.

In conducting your research project (for Topic 1 or Topic 2), you will need to select ONE of the following areas to focus your research. It is not always possible to clearly divide the topics as most areas are inter-related. Consequently, some crossover can be expected. Try to select current issues of relevance. Variations to the topics and report format is permissible, but must be discussed with the lecturer or tutor. Students are invited to suggest other topics of interest that might be related to the course, and students in full time employment may negotiate a topic related to their work.

Focus areas:
- Issues in communicating across cultures / implications for international business
- Cross cultural leadership styles /impact on and implications for global business
- Conducting business negotiations in international business contexts
- Issues in cross cultural ethics (individual, group, corporate) and social responsibility
- Managing workforce diversity
- Managing cross-cultural teams and the implications for global business
- International staffing (expatriation and/or repatriation) and the selection / training of global managers
- Women as global business leaders and implications for working across cultures

Marking Guidelines for the Research Report

<table>
<thead>
<tr>
<th>Structure</th>
<th>Report format &amp; conventions (including title, executive summary, introduction, conclusion, reference list / bibliography)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Quality of content (depth of understanding of the countries and their cultures Quality of information sources &amp; selection of material (relevance to the topic)</td>
</tr>
</tbody>
</table>
Discussion
Originality, identification of key issues, ability to compare & contrast Evidence of critical thinking, reasoning & reflection (not just reporting) Involvement of theories & literature Ability to draw implications & conclusions

References/ Evidence of wide reading

Referencing
In-text referencing, reference list / bibliography, acknowledgement sources

Language
Style & fluency (flow of ideas & discussions), accuracy & clarity (grammar, expression, sentence structure, etc), punctuation, spelling.

UNSW Guidelines for Conducting Research:
The Ethics Committee of UNSW requires that students follow strict guidelines when conducting any research in organisations (surveys, interviews, focus groups etc.). Consequently, all research questions / questionnaires, must be presented to the Course Coordinator before implementation. Please ensure that ethics approval is sought prior to implementation of research questionnaires or conducting of interviews.

(3) Presentations: Weekly Case Studies: Weeks 4 –14
Time Allocation: Groups of 3: (30 minutes - including discussion time)
Presentations, discussion and interactive learning are essential features of the course, and seek to foster and/or strengthen confidence in oral communication, using the discourse and language of the discipline (International Business). Given the short time frame of 14 weeks, and the time that it takes to create effective working groups and teams, we request that you maintain the research teams for the presentation activity. As these teams are small and self-selected, we trust that you will be satisfied with the levels of collaboration. Please discuss with your lecturer or tutor if you experience any difficulties or problems.

Working in your established groups of three members, select a case for analysis and presentation from the list of cases set for week 4 to 14. You are encouraged to be creative in your presentations, seek ways of highlighting the key issues, and maintain the interest of the class through your style of presentation. The cases are listed in Section 9.2 of this course outline. Copies of the cases not in the textbook (Deresky, 2006) may be found in the Reader, or will be provided in Week 3 of the course.

The group can decide on the allocation of the time to each of its members, but must address the criteria set out below. Each group members will use TWO overhead transparencies (or use power point presentations [two slides]), to provoke students to think and encourage interaction, participation and discussion, rather than reading from transparencies.

Each member of the group should presenting appropriately 10 mins (depending on size of group)

Please present your tutor with a ONE PAGE outline of your presentation before the commencement of your presentation.
Marking Guidelines for the case analysis and presentation:

- Originality / creativity /relevance
- Identification of the key issues
- Analysis and discussion of the main problem/s
- Link to the theoretical concepts and frameworks covered in the lectures
- Considered recommendations for solving the problem/s
- Presentation skills (oral and non-verbal skills, discussion, interaction with the class etc.)
- Visual communication (clarity of key points, size of font, style etc.
- Collaboration (team work, equitable sharing of workload, integration of presentation etc.).

(4) Final Examination

There will be a 2-hour examination during the Exam period. The paper will consist of 6 essay type questions, of which you will select and answer THREE. Exam revision and preparation will be conducted in Week 14 of the course and an essay examination preparation support course will be arranged with the EDU.

The examination will be conducted by the UNSW Examinations Section. Students are advised to check the dates of the exams carefully, when they are announced.
General Marking Criteria for Assignments and Examinations

**HID (85+)** An outstanding piece of work, of publishable quality, 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 (75-84)** An excellent piece of 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 (65-74)** A good piece of 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 (50-64)** A fair piece of 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 and immaturity in expression of ideas.

**FL (40-49)** Not of a passable level for a postgraduate program. A poor piece of work, 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. Inability to reflect critically on an argument or viewpoint. Ideas are poorly expressed and structured.

**FL (Below 40)** Work not of passable standard, with serious gaps in knowledge of the subject-matter, and many areas of confusion. Few or none of the basic requirements of the work set are achieved, and there is an inability to apply knowledge. Technical competence is poor, with many serious errors. The student finds it impossible to begin to address questions and issues not previously encountered. The level of expression and structure is very inadequate. The student has failed to engage seriously with any of the subject-matter involved, and would be very unlikely to produce work of a passing standard if given the opportunity to repeat the work.
5.2 Assignment Submission Procedure

It is essential that you submit all your assessment tasks on time and via the appropriate procedures. You should submit your written assignments to your tutor in the tutorial of the weeks indicated above. If you are not able to attend the class when an assessment item is due, it is your responsibility to make alternative arrangements with your tutor for submission prior to that class.

Procedure

i) Attach a copy of the School cover sheet to be found at the end of the course outline;

ii) Also attach a copy of the appropriate marking guide (please note that there is a different marking guide for each assignment)

iii) Make a copy of the assignment for safe keeping;

iv) Hand in your assignment to your tutor – your tutor will provide you with a written receipt at the time of submission;

v) You may not submit assignments by e-mail- or by fax.

5.3 Late Submission

Requests for late submission of assignments must be made in writing to the course coordinator. Extensions will be granted on medical grounds only, or on compassionate grounds under special circumstances. Medical certificates or other supporting documents may be required. Late submissions may incur a penalty of 5% of the assigned mark per day.

5.4 Special Consideration and Supplementary examinations

UNSW policy and process for Special Consideration applies (see https://my.unsw.edu.au/student/atoz/SpecialConsideration.html). Specifically:

- Applications for special consideration (including supplementary examinations) must go through UNSW Central administration (within 3 working days of the assessment to which it refers) – applications will not be accepted by teaching staff;

- Applying for special consideration does not automatically mean that you will be granted additional assessment or that you will be awarded an amended result;

- If you are making an application for special consideration (through UNSW Central Administration) please notify your Lecturer in Charge;

- Please note: a register of applications for Special Consideration is maintained. History of previous applications for Special Consideration is taken into account when considering each case.

- With regard to supplementary exams, students should consult the appropriate section in the Faculty of Business 2007 Handbook. Please be advised that the granting of a supplementary examination is not undertaken lightly. In particular, you should note that illness or severe personal problems do not ensure the automatic granting of a supplementary examination. Supplementary examinations, if held, will take place at an arranged time. It is the responsibility of students who apply for Special Consideration to be available for supplementary examinations during the specified period.
6. Academic Honesty and Plagiarism

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For full information regarding policies, penalties and information to help you avoid plagiarism see: http://www.lc.unsw.edu.au/plagiarism/index.html

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, website, 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

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.
7. STUDENT RESOURCES

7.1 Course Resources

The essential text for the course and recommended reference books are listed below. The reading for each seminar is detailed in the course outline. Students should come to the class having completed the essential reading for the seminar topics and cases.

Textbook:

Support Text:

Course Reader:
MGMT 5602: *Course Readings* (collated by Associate Professor Prem Ramburuth)

Recommended Reference Materials:

Students are encouraged to read beyond the prescribed text and book of readings, particularly for their group assignment. A range of useful texts are available in the library, including:


**Useful Journals:**

*Academy of Management Executive*

*European Journal of Cultural Studies*

*European Journal of Management*

*Harvard Business Review*

*International Business Review*

*Journal of Business Ethics*

*Journal of International Business Studies*

*International Journal of Cross-Cultural Management*

*Journal of World Business*

*Management International Review*

*The International Journal of Human Resource Management*

**Useful Websites:**

http://ciber.bus.msu.edu/busres.htm

http://globaledge.msu.edu/ibrd/ibrd.asp


International Monetary Fund: http://www.imf.org/
World Bank: http://www.worldbank.org/
World Trade Organization (WTO): http://www.wto.org/

Links to a huge range of International Business resources on the web provided by Michigan State University's Centre for International Business Education and Research.

7.2 Other Resources, Support and Information

Education Development Unit
Additional learning support, tailored to the needs of FCE students, is available from the Education Development Unit (EDU) in the Faculty. It offers a range of services including:
- Academic skills workshops run throughout the session
- Printed and on-line study skills resources e.g. referencing guide, report writing and exam preparation
- A drop-in resource centre containing books and audio visual material that can be borrowed
- A limited consultation service for students with individual or small group learning needs

More information about the EDU services including on-line resources, workshop details and consultation request forms are available from the EDU website.

Contacts and location
EDU Web: http://education.fce.unsw.edu.au
EDU Location: Room 2039, Level 2 Quadrangle Building
EDU services: Are free and confidential and are available to students of the Faculty of Commerce and Economics.

Other UNSW support

- In addition to the EDU services, the UNSW Learning Centre provides academic skills support services for students. The Learning Centre is located on Level 2 of the Library and can be contacted by Phone: 9385 3890 or through their website: http://www.lc.unsw.edu.au/

- Students experiencing problems of an academic or personal nature are encouraged to contact the Counselling Service at UNSW. This service is free and confidential and run by professional counsellors. The Counselling Service is located on Level 2, Quadrangle East Wing, and can be contacted on 9385 5418 or http://www.counselling.unsw.edu.au

- Library training and support services - http://info.library.unsw.edu.au

- Disability Support Services – Those 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 (http://www.equity.unsw.edu.au/disabil.html).
- EdTec – WebCT information (http://www.edtec.unsw.edu.au)

In addition, it is important that all students are familiar with University policies and procedures in relation to such issues as:

- **Examination procedures** and advice concerning illness or misadventure [https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinationrules.html](https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinationrules.html)


**8. Continual Course Improvement**

Each year feedback is sought from students about the courses offered in the School, and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process ([http://www.ltunsw.edu.au/ref4-51 cateiprocess.cfm](http://www.ltunsw.edu.au/ref4-51 cateiprocess.cfm)) is one of the ways in which student evaluative feedback is gathered. Significant changes to courses and programs within the School are made for the benefit of subsequent cohorts of students'. The strategies for group work, for example, were modified as a result of feedback from students in this and other courses. In addition to this formal UNSW evaluation, informal evaluations and strategies to elicit feedback from students will be employed in the course.
9. COURSE SCHEDULE

9.1 Lectures: Schedule of Topics

<table>
<thead>
<tr>
<th>Wk</th>
<th>Seminar Topic</th>
<th>Textbook Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and Course Overview Challenges in Cross-Cultural Management</td>
<td>Ch. 1 / Reader</td>
</tr>
<tr>
<td>2</td>
<td>The Role of Culture in International Management Culture Value Dimensions (Hofstede, Trompenaars)</td>
<td>Ch. 3 / Reader</td>
</tr>
<tr>
<td>3</td>
<td>Comparative Individual Values (Schwartz) Comparative Management and Country Clusters (Ronen &amp; Shenkar)</td>
<td>Ch. 3 / Reader</td>
</tr>
<tr>
<td>4</td>
<td>Communication Across Cultures</td>
<td>Ch. 4 / Reader</td>
</tr>
<tr>
<td>5</td>
<td>Cross-cultural Negotiation and Decision-Making</td>
<td>Ch. 5 / Reader</td>
</tr>
<tr>
<td>6</td>
<td>Mid semester test</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mid – session break: No classes</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Ethics and Social Responsibility in Global Management</td>
<td>Ch. 2 / Reader</td>
</tr>
<tr>
<td>8</td>
<td>Global Teams in International Management</td>
<td>Ch. 10 / Reader</td>
</tr>
<tr>
<td>9</td>
<td>Managing Workforce Diversity</td>
<td>Ch. 10 / Reader</td>
</tr>
<tr>
<td>10</td>
<td>Leadership Styles, Culture and Competencies for the Global Leader</td>
<td>Ch. 11 / Reader</td>
</tr>
<tr>
<td>11</td>
<td>Motivation Across Cultures</td>
<td>Ch. 11 / Reader</td>
</tr>
<tr>
<td>12</td>
<td>Staff Selection and Training for Global Operations</td>
<td>Ch. 9 / Reader</td>
</tr>
<tr>
<td>13</td>
<td>Expatriation, Repatriation and the Transition Process Global Career Development/Women as Global Managers</td>
<td>Ch. 9 &amp; 10 / Reader</td>
</tr>
<tr>
<td>14</td>
<td>Revision of Topics</td>
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<tr>
<td></td>
<td>Course Review, Evaluation and Exam Preparation</td>
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### 9.2 Tutorials: Schedule of Case Studies, Videos and Activities

<table>
<thead>
<tr>
<th>WEEK</th>
<th>CASE</th>
</tr>
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<tbody>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;Feb.27</td>
<td>NO TUTORIALS</td>
</tr>
<tr>
<td><strong>Week 3</strong>&lt;br&gt;March 13</td>
<td>Case 3 Footwear International (Deresky, 2006, pp. 73-77).</td>
</tr>
<tr>
<td><strong>Week 6</strong>&lt;br&gt;April 3</td>
<td>NO TUTORIALS</td>
</tr>
<tr>
<td><strong>Week 7</strong>&lt;br&gt;April 17</td>
<td>Case 7 Guanxi in Jeopardy: Joint Venture Negotiations in China (Deresky, 2006, pp. 208-215).&lt;br&gt;or&lt;br&gt;Case 6 Telsys International: A Marriage of Two Cultures (Case or Negotiation Simulation) (Deresky, 2006, pp. 200-207).</td>
</tr>
<tr>
<td><strong>Week 12</strong>&lt;br&gt;May 22</td>
<td>Case 5 Yutaka Nakamura: A Foreigner in His Native Land (Francesco &amp; Gold, 2005, pp. 315-319).</td>
</tr>
<tr>
<td><strong>Week 14</strong>&lt;br&gt;June 5</td>
<td>Course conclusion and revision</td>
</tr>
</tbody>
</table>
Due: Week 5:

Tutorial Class (Day and Time): _____________________

Tutor: __________________________________________

Group members:

<table>
<thead>
<tr>
<th>Student No.</th>
<th>Surname</th>
<th>First Name</th>
<th>Home Country</th>
<th>Role in Project</th>
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Your proposal should be approx. 2 pages, and should include information on the following aspects:

1. Topic

2. Aim of the project

3. A brief comment on the reasons for countries or organization/s you have chosen

4. A brief outline of the proposed research approach / sources of information

5. List at least five of your key references

(An electronic version can be downloaded from the course website)
REPORT PROTOCOL

Tutorial Class (Day and Time): __________________________________________

Tutor's Name: _________________________________________________________

Group members: Personal Details

<table>
<thead>
<tr>
<th>Student Number</th>
<th>Surname</th>
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<th>Student Name</th>
<th>Responsibility in Assignment</th>
<th>*Participation %</th>
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* Please ensure that you discuss this % as a group and that the mark is fairly allocated. If your group has any problems, please discuss with the course coordinator / lecturer.

We hereby certify that this assignment is our own work, based on our personal study and/or research, and that we have acknowledged all material and sources used in the preparation of this assignment whether they be books, articles, reports, lecture notes, any other kind of document or personal communication.

We also certify that the assignment has not previously been submitted for assessment in any other subject or at any other time in the same subject and that we have not copied in part or whole or otherwise plagiarised the work of other students and/or persons.

Signatures:

(1) __________________________________________
(2) __________________________________________

Date Submitted: ______________________________
ASSIGNMENT MARKING GUIDE: GROUP RESEARCH REPORT

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<th>Weighting</th>
<th>Structure</th>
<th>Poor (FL)</th>
<th>Satisfactory (PS)</th>
<th>Good (CR)</th>
<th>V. Good (DN)</th>
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| 10%       | Language    |           |                   |           |             |               |
|           | Style & fluency (flow) |           |                   |           |             |               |
|           | Accuracy & clarity (grammar, expression, spelling) |           |                   |           |             |               |
|           | Punctuation |           |                   |           |             |               |

Comments:

Mark: ___________  Signed: _____
### SCHOOL OF ORGANISATION AND MANAGEMENT

MGMT 5602: Cross-Cultural Management

Case Presentation Assessment Guide

#### Group Members

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<th>Surname</th>
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#### Assessment

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<th>Good (CR)</th>
<th>V. Good (DN)</th>
<th>Excellent (HD)</th>
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<td>Identification of the key issues &amp; context</td>
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<td>Analysis and discussion of the main problem/s</td>
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<td>Recommendations for problem solving</td>
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<td>Collaboration (team work, sharing of workload, integration of presentation)</td>
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<td>Originality / creativity</td>
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#### Comments:

**Strengths:**

**Areas for improvement**

Mark: _____/20  
Signed _______________________