

School of Marketing and International Business

## **IBUS 404 CROSS-CULTURAL MANAGEMENT**

Trimester Two 2011

### **COURSE OUTLINE**

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#### **Contact Details**

Lecturer: Dr. Hongzhi Gao  
Rutherford House, Room 1125  
Phone: 463-6914  
Email: [hongzhi.gao@vuw.ac.nz](mailto:hongzhi.gao@vuw.ac.nz)  
Staff webpage: <http://www.victoria.ac.nz/smib/staff/hongzhi-gao.aspx>  
Office Hours: By appointment

#### **Trimester Dates**

Teaching Period: Monday 11 July – Friday 14 October  
Study Period: Monday 17 October – Thursday 25 October  
**Note:** There is no final examination in this course.

#### **Withdrawal from Courses**

1. Your fees will be refunded if you withdraw from this course on or before 22 July 2011.
2. The standard last date for withdrawal from this course is Friday 23 September. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an 'Application for Associate Dean's Permission to Withdraw Late' including supporting documentation

The application form is available from either of the Faculty's Student Customer Service Desks.

#### **Class Times and Room Numbers**

**Lectures:**  
Thursday                      9:30-12:20                      RHG01

#### **Course Content**

This course focuses on management in a cross-cultural context. We will look at various international business and management issues mainly through the prism of culture. We will explore the concept of culture in depth and analyse its influence on both

interpersonal and interorganisational interaction, with the objective of developing analytical and practical skills for managing effectively in a multicultural workplace.

It is expected that having completed this course you will have a greater appreciation of the “hidden” aspects of international business and management and that you will appreciate that various interpretations exist to seemingly simple issues. You should leave this course not only well-versed in the literature on cross-cultural management, but also well prepared for intercultural encounters in an international business setting.

As with any course, what you take away from it is proportional to what you put into it. But this is even truer for a course such as this. As the course lecturer, I will act as facilitator for the class discussions and will endeavour to create the conditions in which your research-based learning can take place. I will provide you with a set of research questions and some background materials. I expect that you will come to class ready to provide a meaningful contribution. Your contribution will be evaluated based on the assigned roles in each week including presenter (group or individual based), discussant and general participant. Apart from class learning and group preparation (for the class seminar), you will also be assigned two research tasks during the course, one is a literature review on a chosen topic and the other one is an empirical research report which aims to validate or disconfirm and improve the understandings you gain from the literature review. In summary, this course features a research-based learning approach. The quality of the class discussion and your own learning experience will depend on what you bring into this course. Following the guidance of Confucius, ‘you hear and you forget; you see and you remember; you do and you understand’.

The following topics will be analysed during this course:

- The concept of culture
- Cultural values
- Language & culture
- Cross-cultural negotiation
- Cross-cultural leadership
- Expatriate issues
- Intercultural guanxi

A detailed schedule of topics and research questions for each week is included under the section entitled *Detailed Course Schedule*.

## Course Learning Objectives

By the end of this course, students should be able to:

1. Critically examine the main themes and issues in cross-cultural management. (assessed by class discussion and the literature review assignment)
2. Synthesize the literature and develop research propositions in relation to issues in cross-cultural management. (assessed by class discussion and the literature review assignment)
3. Validate and/or improve the understanding of the literature by researching real-life business scenarios. (assessed by class discussion and the research report)

## Course Delivery

This course is student centred and will be delivered mainly through student-led discussions.

## Expected Workload:

You should expect to devote about 10 hours per week of independent study to this course.

Attendance at classes:	2-3 hours per week
Reading and reviewing:	4-6 hours per week
Assignments:	4-6 hours per week

It is very important that you keep up with the research task of each week and also stay on track for your research assignments, as this is a fast-paced course, covering a lot of material.

## Group Work (15%)

At the first stage of the course (Weeks 2-7), you will work within a team of 2 or 3 people (depending on the size of the class) to prepare for the class discussion (literature review based) regarding the selected topics. Each student should be prepared to commit at least 2 hours to the group work each week. The group presentation will be assessed in the class; the presentation time varies depending on the selected topic. The marking guide for the group presentation will be provided on Blackboard.

## Readings

You will be provided with a list of recommended readings. These readings should be seen as a starting point for acquiring knowledge about each of the course topics and making inquiries about the relevant research questions. More importantly, you are required to locate additional relevant literature to complete the research tasks.

## Assessment Requirements

All the assessments in this course are internal by nature. The coursework is comprised of 30% presentation, 20% class participation (including the assigned discussant role or general class participation), 25% literature review and 25% research report. There is no final exam in the course. A brief description of each of the pieces of assessment follows.

Assessment	Learning Objectives Addressed	Weight	Due Date
Two presentations (one group, one individual)	LO 1,2,3	30% ( 15% each)	Various
Discussant	LO 1,2	10%	Various
General participation	LO 1,2	10%	
Literature review	LO 1,2	25%	5 <sup>th</sup> Sept.
Research report	LO 1,2,3	25%	20 <sup>th</sup> Oct.

Detailed guidelines and assessment criteria for all assignments are provided on Blackboard.

***Class seminar.*** The major part of the course centres on student-led discussion regarding selected topics/issues in cross-cultural management. The presentations will comprise 30% of your final mark, including the group presentation (15%) and individual presentation (15%). You will be marked on your presentation, knowledge and application of the concepts and readings, and the extent to which you engage the class in a productive and lively discussion on the topic. The presenter will lead the class discussion.

Specifically, you will tackle a selected research question as a group (with two or three colleagues depending on number of students enrolled in the class) in Weeks 2-7 (Stage I). The selection of the topics for both group presentations and individual presentations, and discussants will take place in the first week of the course. You are required to present your research findings for the group selected research question in an allocated time slot in the class. As mentioned earlier, the group presentation will be assessed by the course coordinator in consultation with the class participants; the marking guide for the group presentation will be made available on Blackboard. You will then study a selected research question individually in Weeks 8-11 (Stage II). You are required to make an individual presentation at Stage II (which is related to your literature review assignment). A separate marking guide for the individual presentation will be provided on Blackboard.

Please note that your participation in the seminars is not limited to your own session (as the presenter); you are expected to keep up with all of the recommended readings and come to class prepared to thoroughly discuss each topic.

***Discussant role:*** You will also have a formal role as a *discussant* of one selected class session (comprising 10% of the final mark). The seminar presenter will lead the class discussion and you will offer a counter or supplementary view about the topic through your own research and analysis of readings. A written summary of the key points of your literature review as the discussant is also included in the mark for this assignment. More information is provided in the class seminar assessment guide on Blackboard.

***General class participation:*** 10% of your final mark is comprised of your participation in class outside the assigned roles of presenter and discussant. The success of class sessions will depend heavily on the extent of your preparation for class discussions even though you are not assigned to the topics. You should assist your colleagues in the presentation of their session by keeping up with all readings. You should have a working knowledge of all the recommended journal articles and be able to answer questions posed to you. You should critique each reading and trying to understand it in terms of: the key messages; the main theories/concepts and underlying literature that are used; the research approach applied; the strengths and weaknesses of the article; the research gaps that are signalled – either explicitly or implicitly. You should also be prepared to comment on the group of papers as a whole, recognising any patterns or themes, contrasts, etc., that may be apparent. Your participation mark will depend primarily on the quality, not the quantity of your participation. More information is provided in the participation guide on Blackboard.

***Literature Review:*** Every student is required to write a literature review essay regarding a selected research question that also forms the basis for the individual presentation at

Stage II (as mentioned above). The literature review is aimed to get you focused on a particular aspect of cross-cultural management. The key tasks in the literature review include: (1) identify the key findings in the literature regarding the selected topic/research question, (2) discuss the consensus and disagreements regarding this topic in the literature, (3) present your view regarding the topic/research question with support of theory, and (4) develop two or three research questions/propositions/hypotheses based on the theoretical perspective you have chosen.

**Research Report:** After the completion of the literature review task, you are required to contact one or two real-life organisations and conduct interviews with people in these organisations. This research task is aimed to validate or disconfirm and improve your understanding of the research topic via talking to business practitioners. You are required to write a research report at the end of the research. The key tasks in this research project include: (1) introduce the purpose of the research (research questions/research propositions/hypotheses) and the background information of the selected organisations; (2) present the method you used to collect data/empirical materials; (3) report and discuss the key findings of the research (in association with the validated or disconfirmed hypotheses or any emerging research propositions); (4) conclude with your overall understanding of the research topic and make managerial recommendations for the studied organisations (if appropriate).

### **Quality Assurance Note**

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

### **Materials and Equipment**

All announcements pertaining to the course will be posted on Blackboard. You will also find most of the materials for the course on Blackboard, such as guidelines for all assignments, presentations and links to additional resources. **Please make sure that you have access to Blackboard during the first week of class.** Printing of course readings and other materials is your own responsibility.

### **Examinations**

There is no final examination in this course.

### **Penalties**

You must attend your selected (or assigned) sessions, either as presenter or as discussant to avoid a mark of zero for the corresponding assessment. Exceptions will be made only for special circumstances (bereavement, illness, etc.) where documentation is provided. You must inform the course lecturer at least two days in advance of your scheduled seminar if such special circumstances arise.

Written assignments received after the deadline and within 24 hours after the deadline will have 10% deducted from the available grade for the piece of assessment. Assignments received 24 hours and later than the deadline will not be marked and there will be no grade given unless a prior approval is given by the course coordinator.

## Mandatory Course Requirements

You are required to obtain an overall mark of at least 50%, and an average mark of at least 50% for the two written assignments inclusive of literature review report and the research report.

## Additional Course Requirements

University policy requires all research projects involving human subjects to be approved by the Human Ethics Committee. Approval for the IBUS 404 student research, that meets certain conditions, is being sought. Students should ensure that their research project meets these conditions, or they will need to apply for HEC approval independently.

### DETAILED COURSE SCHEDULE, 2011

Week	Date	Topic	Research questions	Class activities and assignments
1	Thu, 14 <sup>th</sup> Jul.	Course introduction	Q1: How to define culture? Q2: What are the characteristics of culture? Q3: Why is culture important in international business?	Seminar topic allocation
2	Thu, 21 <sup>st</sup> Jul.	Cultural values	Q1: When does culture matter in cross-border business interactions? Q2: How do cultural values impact on strategies for negotiating conflict? Q3: How do Individualist/collectivist cultural values impact on cooperative decision making and organisational trust?	Group presentation; Lecturer summary
3	Thu, 28 <sup>th</sup> Jul.	The role of language	Q1: What are the roles of non-verbal communication in cross-cultural management? Q2: How does a multi-lingual environment impact on the process of cross-cultural management? Q3: What matter most for the translator in cross-cultural communication? Q4: Which matters more, standardization or contextualization, in cross-cultural communication?	Group presentation; Lecturer summary
4	Thu, 4 <sup>th</sup> Aug.	Expatriate management (I)	Q1: What are the key skill sets and expat selection criteria for Western managers in China and India? Q2: How expatriates serve as a key asset for the parent firm to engage in reverse knowledge transfers? Q3: What factors determine the high turnover rates of expats?	Group presentation; Lecturer summary
5	Thu, 11 <sup>th</sup> Aug	Cross-cultural negotiation (I)	Q1: Why and how adaption matters in cross-cultural negotiations? Q2: Why and how emotions matter in cross-cultural negotiationd? Q3: How cultural values impact on adaptation in American-Japanese negotiations?	Group presentation; Lecturer summary
6	Thu, 18 <sup>th</sup> Aug	The role of leadership (I)	Q1: What are the challenges in managing culturally diverse teams? Q2: How culturally diverse teams get past their differences to get work done? Q3: What is the essence of global leadership in a culturally diverse world?	Group presentation; Lecturer summary

Week	Date	Topic	Research questions	Class activities and assignments
7	Thu, 8 <sup>th</sup> Sept	Intercultural guanxi dynamics in Chinese-Western business relationships (I)	Q1: What are the intercultural constraints in Chinese–Western business relationships? Q2: How do Chinese guanxi norms including ren qing, gan qing and xin ren play roles in Chinese-Western business relationships? Q3: How to manage intercultural guanxi dynamics in Chinese-Western business relationships?	Group presentation; Lecturer summary
8	Thu, 15 <sup>th</sup> Sept	Expatriate management (II)	Q4: TBA Q5: TBA Q6: TBA	Individual presentation; Lecturer summary
9	Thu, 22 <sup>nd</sup> Sept	Cross-cultural negotiation (II)	Q4: TBA Q5: TBA Q6: TBA	Individual presentation; Lecturer summary
10	Thu, 29 <sup>th</sup> Sept	The role of leadership (II)	Q4: TBA Q5: TBA Q6: TBA	Individual presentation; Lecturer summary
11	Thu, 6 <sup>th</sup> Oct	Intercultural guanxi dynamics in Chinese-Western business relationships (II)	Q4: TBA Q5: TBA Q6: TBA	Individual presentation; Lecturer summary
12	Thu, 13 <sup>th</sup> Oct	Course review		

*Note:* The recommended readings list (in association with each session topic) is provided on Blackboard.

### Communication of Additional Information

Blackboard and student email addresses are the devices through which any additional information or changes regarding this course will be communicated. Please check Blackboard and your student emails frequently (every two days at least).

### Class Representative

A class representative will be elected in the first class, and that person's name and contact details made available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

### Use of Turnitin (if applicable)

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted

materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

For the following important information follow the links provided:

### **Academic Integrity and Plagiarism**

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

### **General University Policies and Statutes**

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study)

Find out about academic progress and restricted enrolment at <http://www.victoria.ac.nz/home/study/academic-progress.aspx>

The University's statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the Calendar webpage at <http://www.victoria.ac.nz/home/study/calendar.aspx> (See Section C).

Further information about the University's academic processes can be found on the website of the Assistant Vice-Chancellor (Academic) at [www.victoria.ac.nz/home/about\\_victoria/avcacademic/default.aspx](http://www.victoria.ac.nz/home/about_victoria/avcacademic/default.aspx)

### **AVC (Academic) Website: information including: Conduct, Academic Grievances, Students with Impairments, Student Support**

[http://www.victoria.ac.nz/home/about\\_victoria/avcacademic/Publications.aspx](http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx)

### **Faculty of Commerce and Administration Offices**

<http://www.victoria.ac.nz/fca/studenthelp/>

### **Te Putahi Atawhai Maori and Pacific Mentoring Programme**

[http://www.victoria.ac.nz/st\\_services/tpa/index.aspx](http://www.victoria.ac.nz/st_services/tpa/index.aspx)