



*MISSION: To develop a unique business school identity which is distinctive in the marketplace and provides a clear value proposition for students. This will be achieved by embedding the themes of entrepreneurship and innovation, digitalisation and data within our programs and embracing sustainability, work integrated learning and a commitment to social justice.*

## OVERVIEW

### Course Description

This course examines the ways in which cultural differences impact on the process of doing business and managing internationally. A range of conceptual frameworks are developed, including mental models and schemata as the source of cultural differences and difficulties in managing intercultural interactions. Using evidence and business practice, the course explores the nature of culture and how cultural differences impact on interpersonal interactions, intergroup interactions and the management of multi-cultural workforces (including expatriates). This course analyses the practice of management and negotiation in an international cross-cultural context, and the challenges of managing international business relationships are critically analysed. Topics include the nature and dimensions of culture, issues relating to cross-cultural problem solving, the dynamics of multicultural teams, managing global teams and leadership across cultures. How culture impacts on managerial decision-making of ethical and social responsibility issues are explored.

### Sustainable Development Goals



### Contact Hours

#### Lecture:

Face to face on campus for two (2) hours per week for 12 weeks starting week 1.

#### Self-Directed Learning:

Six (6) hours of online content per term provided for self-directed learning.

### Unit Weighting Workload

10 units

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

**Please refer to the course CANVAS site for details of teaching staff for ALL course offerings. The primary contact for courses is the Course Coordinator, whose details are listed on the course CANVAS site.**

### Student Consultation

A minimum of one (1) hour consultation per week. Please see course CANVAS site for details of time and venue.

### Course Learning Outcomes

**On successful completion of this course, students will be able to:**

1. Demonstrate an integrative understanding of the ethical and social issues in cross-cultural management and negotiation.
2. Identify the key issues raised by international business cases in cross-cultural management.
3. Apply analytical and theoretical frameworks to cross-cultural management.
4. Interact with team members within a problem-based learning structure to effectively coordinate and communicate project and case study outcomes.
5. Identify, analyse, evaluate and communicate information reflective of negotiation and management formats and in cross cultural contexts.

# COURSE OUTLINE

6. Incorporate theories, concepts and models relevant to the global and cultural context of an international business issue or case.
7. Effectively engage in a cross-cultural negotiation exercise.

## ASSESSMENTS

This course has 4 assessments. Each assessment is described in more detail in the sections below:

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Individual case analysis	Sunday of week 5 by 11:59 pm	Individual	30%	1, 2, 3, 6
2	Group business report (A) and presentation (B)	<b>Presentation:</b> In class commence week 7 <b>Report:</b> Sunday of week 8 by 11:59 pm	Group	30%	3, 4, 5, 6, 7
3	Group negotiation simulation	In class week 12	Group	10%	3, 4, 5, 6, 7
4	Individual reflective journal	Monday of week 13 by 11:59 pm	Individual	30%	1, 2, 3, 6

**Please note:** students are advised that ALL assessments must be submitted in English. Assessments not submitted in English will receive a mark of zero.

**Results of individual assessment items and final results, including those provided via the Learning Management System (LMS) are 'unofficial results' until they are confirmed as finalised by the School Assessment Body and the Head of School or delegate. Finalised results are released directly to students on the Fully Graded Date of the relevant Semester/Trimester.**

### Time referenced is time in Newcastle NSW

<b>Late Submissions</b>	The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. <b>Note:</b> this applies equally to week and weekend days.
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## Assessment 1 – Individual case analysis

### Assessment Type

Case Study/Problem Based Learning

### Purpose

The purpose of this assignment is to assess students' ability to identify the cultural values and dimensions of different cultures and their impact on international business performance. The students should apply this knowledge from the perspective of a consultant, advising the company how they could mitigate some of the cross-cultural problems to enhance business performance.

### Description

Using Hofstede Study's cultural dimensions as a point of reference, identify and discuss the cultural similarities and differences between India and USA illustrated in the case. Using Hofstede Study's cultural dimensions as a point of reference, critically analyse how cultural similarities and differences may have caused Coca-Cola's difficulties in India. Please give examples to support your analysis. As consultants, your analysis should both explain the major similarities, differences and provide insights into what changes Coca-Cola could make to obtain more of India's soft drink market in the cultural perspective.

### Weighting

30%

### Length

2000 words

### Due Date

Sunday of week 5 by 11:59 pm

### Submission Method

Online – via Turnitin

### Assessment Criteria

Four (4) criteria will be used:

1. Degree of knowledge and comprehension of Hofstede Study's cultural dimensions and the extent to which discussion is supported by examples.
2. Critical analysis of major cultural issues in the context of Hofstede Study's cultural dimensions - that is, using appropriate cultural dimensions theory, students should establish the major cultural similarities and differences between the three cultures and provide recommendations on what Coca-Cola should do to obtain Indian's soft drink market in the cultural perspective.
3. Communication of case analysis is presented in a logical and well organised manner as per the specific task instructions.
4. Writing: general language, grammar and referencing.

### Return Method

Online

Feedback Provided Online

## Assessment 2 - Group business report (A) and presentation (B)

<b>Assessment Type</b>	Report and presentation
<b>Purpose</b>	The purpose of this assessment is for students to work in a group to analyse critical cross-cultural issues.
<b>Description</b>	<p>Students need to set up a subsidiary and do business in United States and Singapore. Playing the role of a management consultant from an Australian organisation, students should use Hofstede's cultural dimensions theory as a point of reference to compare and contrast home country and host country's cultural differences, evaluate and report on what adaptations need to be made for effective cross-cultural interactions in the host context.</p> <p>As a group nominate a particular Australian organisation and advise the lecturer of the nominated Australian organisation by week 4 lecture.</p> <p>The areas of research covered in your report can include, but are not limited to, the following areas:</p> <ol style="list-style-type: none"> <li>1. Background to doing business, including political, economic, social cultural and technological situations which are relevant to cultural adaptations</li> <li>2. The particular Australian organisation's product and service</li> <li>3. Customs and protocol</li> <li>4. Business culture</li> <li>5. Management styles</li> <li>6. Local customer preference</li> <li>7. Competitors, etc.</li> </ol> <p><b>Please note:</b> Self and Peer Assessment: A single mark is given for the group assignment. This mark will be then moderated by "self and peer assessment" using the SPARKPlus software so that individual group members may receive different marks. Any moderated individual mark received by each group member is based on contribution to the assignment and, more importantly the ability to work with others.</p> <p>Individually group members are required to submit a self and peer assessment through SPARK within 24 hours of the due date. Failure to complete SPARK will result in a mark of zero. The criteria for the self and peer assessment are found along with the instructions on how to use SPARK on CANVAS. Please note: <b>NO SPARK NO MARK.</b></p>
<b>Weighting</b>	<b>Report:</b> 20% <b>Presentation:</b> 10%: Total 30%
<b>Length</b>	<b>Report:</b> 2000 words <b>Presentation:</b> 15 minutes
<b>Due Date</b>	<b>Presentation:</b> In class commence week 7 <b>Report:</b> Sunday of week 8 by 11:59 pm
<b>Submission Method</b>	<b>Presentation:</b> In Class <b>Report:</b> Online - via Turnitin
<b>Assessment Criteria</b>	Please see course CANVAS site. Absence may lead to zero grades.
<b>Return Method</b>	<b>Presentation:</b> In Class (or online) <b>Report:</b> Online
<b>Feedback Provided</b>	<b>Presentation:</b> In Class (via teaching staff and peer interaction) <b>Report:</b> through Turnitin online: <ol style="list-style-type: none"> <li>1. provided verbally by the teaching staff</li> <li>2. peer interaction</li> <li>3. written and provided online in Turnitin</li> </ol>

## Assessment 3 - Group Negotiation Simulation

<b>Assessment Type</b>	Role play negotiation simulations
<b>Purpose</b>	To assess student's ability to engage in negotiation, effectively communicate and interact with team members, and to assess student's ability to analyse, evaluate and communicate information reflective of negotiation and management formats and in cross-cultural contexts
<b>Description</b>	During the second half of the course, the class will be divided into groups which will undertake weekly negotiation simulations. Feedback on performance of negotiations will be given by the lecturer as well as other students. This process will give the groups experience and time to work towards the final group negotiation which will take place in the Week 12 lecture.
<b>Weighting</b>	10%

<b>Length</b>	45 minutes per group negotiation
<b>Due Date</b>	In class Week 12
<b>Submission Method</b>	In class
<b>Assessment Criteria</b>	<p>You will be assessed on your ability to engage in negotiation and effectively communicate and interact with team members.</p> <p>A more detailed explanation of the marking criteria will be available in the Assessment area of the course CANVAS site from Week 6. Further information will also be given in class. Marks for the final negotiation will be individualised based on both the peer moderation process and each student's individual performance.</p> <p>Please be aware: <b>to achieve the learning objectives of this assessment, students must attend the final negotiation simulations in week 12 and participate in the negotiation simulations from week 9 to 11. Students who are absent for negotiation (without approval) will receive a zero grade for the assessment.</b></p> <p><b>Please note:</b> Self and Peer Assessment: A single mark is given for the group assignment. This mark will be then moderated by "self and peer assessment" using the SPARKPlus software so that individual group members may receive different marks. Any moderated individual mark received by each group member is based on contribution to the assignment and, more importantly the ability to work with others.</p> <p>Individually group members are required to submit a self and peer assessment through SPARK within 24 hours of the due date. Failure to complete SPARK will result in a mark of zero. The criteria for the self and peer assessment are found along with the instructions on how to use SPARK on CANVAS. Please note: <b>NO SPARK NO MARK.</b></p>
<b>Return Method</b>	Not returned
<b>Feedback Provided</b>	In Class - In class feedback can be provided to individuals or to a group either verbally by the teaching staff and/or peer evaluation by team members

## Assessment 4 - Individual reflective journal

<b>Assessment Type</b>	Journal
<b>Purpose</b>	The purpose of this assignment is to assess students' ability to apply their knowledge and understanding of cross-cultural management and negotiation in a series of simulated environments. These experiences will provide the stimulus to self-assess and critically reflect on issues that were critical to the processes and outcomes of the negotiation simulation.
<b>Description</b>	<p>Students produce an individual 2000-word critical reflection on the experience of participating in four negotiating simulations in week 9 and week 12. From week 9 students will work as members of a negotiation team. You will be asked to respond to a complex negotiation challenge with another team in the course. Instructions will be provided 7 days before each simulation. Students need to prepare negotiation strategy with their team members according to the instructions. All teams will participate in the simulations at the same time. Oral feedback on negotiations will be given by the lecturer, written feedback will be provided on Turnitin. This process will give teams experience and time to work together and apply cross-cultural and negotiation knowledge in practice.</p> <p>In <b>Part 1</b> of your journal, you are required to critically reflect on negotiation simulations from Week 9 to 11 and apply appropriate cultural, communication and negotiation theory/ies to identify and evaluate your own strengths and weaknesses.</p> <p>In <b>Part 2</b> of your journal, you are required to critically reflect your final negotiation simulation from week 12 and identify your improvements and evaluate processes and application while including effective and ineffective strategies, and tactics compared with week 9 to 11.</p> <p>In <b>Part 3</b> of your journal, you are required to identify the most significant ethical issues surrounding the negotiation simulations from week 9 to 12 and provide recommendations on how you could avoid the issues.</p> <p>Your individual negotiation plan for the Final Group Negotiation Simulation in Week 12 forms <b>Part 4</b> of your reflective journal. Please record and reflect on your negotiation planning process and specify your negotiation roles, responsibilities, strategy and tactics. Each group member will be given different roles and responsibilities, so each member's negotiation plan will be different.</p> <p>To achieve the learning objectives of the individual reflective journal, students need to attend the negotiation simulations from Week 9 to Week 12. It is important that you PREPARE, ATTEND and PARTICIPATE in all negotiation simulations from Week 9 to 12. Attendance at negotiations is <b>compulsory</b>.</p>

<b>Weighting</b>	30%
<b>Length</b>	2000 words
<b>Due Date</b>	Monday of week 13 by 11:59 pm
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	<p>You will be assessed on your ability to apply your knowledge and understanding of cross-cultural management and negotiation learnt in this course by:</p> <ol style="list-style-type: none"> <li>1. Critically reflecting on negotiation simulation; your ability to identify and analyse issues that were critical to the processes and outcomes of the negotiation simulation.</li> <li>2. Your ability to engage in a negotiation and to effectively communicate and interact with team members.</li> </ol> <p>A more detailed explanation of the marking criteria will be available in the Assessment area of the course CANVAS site in Week 9. Further information will also be given in class.</p> <p><b>Absence from negotiations may lead to zero grades</b></p>
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online – via Turnitin

## SYLLABUS

### Course Content

#### Topics in the course include but are not limited to the following:

1. The significance of culture in international management
2. The meaning and dimensions of culture
3. Comparative international management styles
4. Managing communication across culture
5. Ethics and social responsibility in global management
6. Cross cultural negotiation and decision making
7. Managing global teams
8. Culture and leadership

### Course Materials

#### Required Text:

Browaeys, M. and Price, R. (2019) *Understanding Cross-Cultural Management*, 4<sup>th</sup> ed. Great Britain: Pearson.

**ISBN:** 9781292204970

Please refer to the course CANVAS site for details of additional recommended texts.

# SCHEDULE

Week	Topic	Class Preparation	Workshop Activities
1	Course Introduction: Course Overview, goals, standards, expectations and continual assessment, group work; Determinations of culture.	Read: Chapters 1 and 2	Activity 2.1
2	Culture clusters and their characteristics	Read Chapters 3 and 4	Activity 4.1
3	Cultural dimensions and dilemmas	Read Chapter 5	Activity 5.1
4	Culture, leadership and management styles	Read: Chapter 6 Read: Chapter 8	Activity 6.1
5	Managing cultural diversity	Read: Chapter 10	Activity 10.1  <b>Assessment 1 due:</b> Sunday of week 5 by 11:59 pm
6	Culture and organisation	Read: Chapters 7, 9, and 12	Activity 12.1
7	Review	Group exercise A2.2	<b>Group presentations</b> commence in class Week 7
8	Business communication across cultures	Read: Chapter 13	Activity 13.2  <b>Group presentations</b> continue in class Week 8  <b>Assessment 2 due:</b> Sunday of week 8 by 11:59 pm
9	Negotiation: an introduction – strategy and planning	Read: Chapter 14	Negotiation Simulation 1
10	Managing International Teams	Read: Chapter 15	Negotiation Simulation 2
11	Dealing with conflict	Read: Chapter 14	Negotiation Simulation 3
12	Final negotiation and course debrief	Read: Chapter 14 and 15	<b>Assessment 3 due:</b> in class week 12 Group Negotiation simulation  <b>Assessment 4 due:</b> Monday of week 13 by 11:59 pm

If a lecture/class is scheduled on a public holiday, a make-up lecture may be announced by the course coordinator on the course CANVAS site.

# CONTACTS

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## **PSB Academy Enquiries**

Log your question or request to the PSB Program Executives at the following website:  
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# ADDITIONAL INFORMATION

## Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

\*Skills are those identified for the purposes of assessment task(s).

<b>Communication Methods</b>	Communication methods used in this course include: <ul style="list-style-type: none"> <li>- CANVAS Course Site: Students will receive communications via the posting of content or announcements on the CANVAS course site.</li> <li>- Email: Students will receive communications via their student email account.</li> <li>- Face to Face: Communication will be provided via face to face meetings or supervision.</li> </ul>
<b>Course Evaluation</b>	Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.
<b>Oral Interviews (Vivas)</b>	As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the <a href="#">Oral Examination (viva) Procedure</a> . In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the <a href="#">Student Conduct Rule</a> .
<b>Academic Misconduct</b>	All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <a href="https://policies.newcastle.edu.au/document/view-current.php?id=35">https://policies.newcastle.edu.au/document/view-current.php?id=35</a> .
<b>Adverse Circumstances</b>	The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where: <ol style="list-style-type: none"> <li>1. the assessment item is a major assessment item; or</li> <li>2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;</li> <li>3. you are requesting a change of placement; or</li> <li>4. the course has a compulsory attendance requirement.</li> </ol> Before applying you must refer to the Adverse Circumstances Affecting Assessment Items Procedure available at: <a href="https://policies.newcastle.edu.au/document/view-current.php?id=236">https://policies.newcastle.edu.au/document/view-current.php?id=236</a>
<b>Important Policy Information</b>	The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <a href="https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures">https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures</a> that support a safe and respectful environment at the University.

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*

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