LONDON SOUTH BANK UNIVERSITY

Managing Across Cultures

MCS-M-122

Faculty of Business, Computing and Information Management

2007 / 2008

become what you want to be

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1.0 UNIT DETAILS

Unit Title:	Managing Across Cultures
Unit Level:	M
Unit Reference Number:	MCS-M-122
Credit Value:	1
Student Study Hours:	105
Contact Hours:	45
Private Study Hours:	105
Pre-requisite Learning (If applicable):	None
Co-requisite Units (If applicable):	None
Course(s):	MSc International Business
Year and Semester	2007 / 08, Semester 2
Unit Coordinator:	Colin Knapp
UC Contact Details (Tel, Email, Room)	Tel: 0207 815 7769 Email: knappc@lsbu.ac.uk Room: London Road Room 253
Teaching Team & Contact Details (If applicable):	Alan Hovell: 0207 815 6990 Email hovellaw@lsbu.ac.uk Room: London Road Room 213
Subject Area:	HRM & Management
Summary of Assessment Method:	One Individual Essay - Weighting 50% One Group Report (to include a group report, group presentation and individual reflective paper) – Overall Weighting 50%

2.0 SHORT DESCRIPTION

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This unit brings together knowledge, understanding, different
interpretations and critical analysis of the contexts and issues
relating to cross cultural management issues.  It also requires
sensitivity and open-mindedness to accept and value other,
familiar or unfamiliar cultures and their diversity.
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3.0 AIMS OF THE UNIT

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   •  to expose students to a variety of techniques for
      dealing with cultural diversity;

   •  to encourage students to refer to and critically
      evaluate relevant academic research in the area of
      cross-cultural management to underpin the practical and
      applied work,
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- to encourage students to reflect on their attitudes and behaviour towards other cultures both individually and by participating in analytical discussion where feedback on tasks and skills is given and received;

- to provide a critical understanding of key concepts underpinning the management of people in a cross-cultural context;

- to provide a critical understanding of the problems and issues of managing a multi-cultural workforce

4.0 LEARNING OUTCOMES

4.1 KNOWLEDGE AND UNDERSTANDING

On completion of this unit students should have critical knowledge and understanding of:

- Cultural theories;

- International cross cultural management theories and approaches;

- Comparative management practices;

- Comparative employment practices.

4.2 INTELLECTUAL SKILLS

On completion of the unit students will:

- be able to reflect on and analyse their behaviour in a culturally diverse group;

- be able to reflect on the development of these skills and their application to cross-cultural management;

- be able to appreciate and apply strategies and techniques to manage a group that is culturally diverse or of different cultural origin;

4.3 PRACTICAL SKILLS

- Interpersonal skills will be developed during group work and seminar discussions.

- Analysis and problem solving skills in class in seminar work and graded assignments

- Independent study and learning by reading in preparation for seminars and for the graded assignment and examination questions

- Communications skills via class discussion, presentations and assignments.

- Use of IT by accessing electronic databases in researching for seminar presentations and graded assignments.

4.4 TRANSFERABLE SKILLS

On completion of this unit students will be:

- able to participate within seminar groups, demonstrating appropriate skills such as self-appraisal, reflection on practice, planning and management of learning, problem solving, interactive and group skills, communication and presentation.

- Communication skills via class discussion, presentations and assignments;

- Use of IT by accessing electronic databases in researching for seminar presentations, graded assignment and examination preparation;

- Interpersonal skills will be developed during group work and seminar discussions.

5.0 ASSESSMENT OF THE UNIT

Assessment will be based on two elements of coursework.

Assignment One

<u>An individual essay (2500 to 3000 words)</u> – Overall Unit Weighting 50% - from the list of questions listed below.

Assignment Two

a. **<u>A group 3000 word report</u>** which will include as well as a written report a 30 Min presentation – Overall Unit Weighting 30%. All students must be able to demonstrate participation in both oral presentation and final group written report.

b. **<u>Individual reflective paper</u>** based on the group activity and process – Overall Unit Weighting 20%

In order to pass the unit, students have to achieve a minimum of 40% in each element and an overall average mark of 50%.

Assignment One

Students must submit one essay. Completion Date: **Monday, 21 April 2008**

Students will be expected to write a critical discussion essay from **ONE** of the following statements:

1. Communication is an inherent part of a manager's role, taking up the majority of the manager's time on the job. Effective intercultural communication largely determines the success of international transactions or the output of a culturally diverse workforce.

2. Culture is the foundation of communication, and communication transmits culture. Cultural variables that can affect the communication process by influencing a person's perceptions include attitudes, social organizations, thought patterns, roles, language, nonverbal language, and time.

3. The negotiation process typically progresses through the stages of preparation, relationship building, exchange of task-related information, persuasion, and concessions and agreement. The process of building trusting relationships is a prerequisite to doing business in many parts of the world.

4. The effective management of (international) negotiation requires an understanding of the perspectives, values, and agendas of other parties and the use of a problem-solving approach.

5. Motivation and leadership are factors in the successful implementation of desired strategy. However, while many of the basic principles are universal, much of the actual content and process are culture-contingent; a function of an individual's needs, value systems, and environmental context.

6. Joint ventures with enterprises in other countries present a common but complex situation in which managers must work together to anticipate and address cross-cultural problems.

7. Cultural differences are often cited as an excuse for poor management, decision-making and outcomes in international enterprises.

The main learning outcome of this assignment

In completing this assignment students should be able to demonstrate autonomy in planning and managing resources, an

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awareness of a critical dimension in the production of a 2500 to
3000 word essay.
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Submission of Coursework

It is in your interest to follow some simple rules:

*   discuss any problems you may have in completing the coursework with your unit co-ordinator as soon as possible.
*   make sure you know when the deadline date for submission is.
*   get the agreement of your unit co-ordinator to an extension of the deadline date for submission.
*   hand in the coursework to your School Office by the submission date.

Copies of all forms are available from your School Office.

Unless you have obtained the agreement of your unit co-ordinator to the late submission of your coursework, coursework submitted:

*   up to two weeks after the deadline date will receive a maximum mark of the pass mark (40% for undergraduate courses, 50% for postgraduate courses).

*   more than two weeks after the deadline date will not be marked.

If you want an extension of the deadline date, you must:

*   get a copy of the form for late submission from your School Office, London Road 105

*   fill in Part A of the form, giving reasons why you cannot meet the existing deadline date.

*   ask your unit co-ordinator to fill in Part B - the decision whether to agree the request rests with the unit co-ordinator.

*   attach the form to the front of your coursework when you submit it.

The maximum extension is two weeks.

You must:

*   complete the coursework submission form and attach it to the front of your coursework.

*   if necessary, attach the form for an extension of the deadline date, signed by your unit co-ordinator, to the front of your coursework.

*   take the coursework to your School Office, which will date stamp the submission form.

You must not hand coursework to your unit co-ordinator or other lecturer.   The only exception in some Schools is for practical marked in laboratories - you will be informed in such cases.

Essays will be marked according to the following criteria:

- Extent of well understood, soundly interpreted, RELEVANT reading and research.

- Evidence of a well planned, structured piece of work

- Use of properly developed essay form. Do not use report form, with fragmented headed paragraphs. The essay should flow in a structured examination of the topic, stating the themes, developing them in the central section, backing them up with evidence from the literature, and ending with a well developed conclusion which draws together the themes in the essay and relates them to the question, drawing attention to the way you have chosen to answer it.

- The extent to which you have answered and explored the major issues raised by the question.

- The level of analysis you have reached i.e. is it pedestrian, or attaining some kind of originality or creative insight?

Guidelines for Presentation of Essay Papers

Where you are referring to an argument in the literature or to a study which supports or casts doubt on an argument, you should <u>always</u> provide a reference. If you are directly quoting a source, the <u>exact</u> reference, including the page on which the quotation appears, should be given. (It is always helpful to the reader who wishes to go back to the original source, to give some indication of where in the original the cited material occurs.) The simplest method to adopt is the following.. In the essay reference is made to the author and date of publication, e.g.,

> "It has been argued (Salmon, 1979) that organisations should be ...."

OR

> "Salmon (1979), pp.43-46) has argued ...."

OR

> "The political significance of organisations is not limited simply to the nature of the good, services, ideas or "outputs" they produce. There are also close links between the internal structures of organisations and the society in which they operate." (Salmon, 1979, p.9).

At the end of the essay a bibliography should be provided listing alphabetically <u>all</u> references cited in full:

Benson, K.J.: Organisations: A Dialectical View. <u>Admin. Science</u>
<u>Quarterly</u>, vol. 22, No. 1, March 1977, pp.1-21

Salmon, C.:   <u>Work Organisations, Resistance and Control</u>, Longman

London, 1979.

Joint authors should have both their names mentioned, but where there are three or more authors they need be mentioned in full only in the bibliography; elsewhere the first author's name only need be mentioned followed by - et al.

Wherever possible always quote from the original source. A secondary source may have misinterpreted the original or even quoted out of context. If it is impossible to obtain the original, cite it in the form:

"Marglin (1976 p.85) quotes Ure as arguing ...."

A properly presented essay follows the above conventions and approach.

Original guidelines prepared by:

Prof. James Curran,
Director of Small Business Research Unit,
Kingston Polytechnic.

Assignment Two

A group report which will include as well as a written report, a 30 Min presentation. The report will be based on a critical evaluation of **the main management styles and approaches** in one country. An additional do and don'ts supplement sheet will be supplied. None of the students in the group should come from the country chosen. How the report is structured is the responsibility of the group members. (See, LSBU's Study Skills Survival Guide)

Important Dates

1. 'Pre' - Group Tutorials, **22 April 2008**

2. Presentations will take place, **29 April & 06 May 2008**

3. Final hand-in date for both the group written report and individual reflective paper, **16 May 2008**

Learning outcomes

In completing this assignment students should not only be able to demonstrate critical understanding of complex materials but also an awareness of the advantages and disadvantages of group work.

Research & Presentation

You are expected to research your topic area as fully as possible.

The presentation and written report will include relevant theoretical perspectives relating to your topic area thus adding academic rigour to the content and structure of your material. All assessment reports should be presented with accompanying bibliography.

Each group is expected to present their topic for 30 mins. This is your opportunity to take control of the seminar in a creative and lively manner (See, LSBU's Study Skills Survival Guide, 2002, PP. 29 -33). The presentations should be engaging and informative with the aim of encouraging classroom discussion and debate. All groups' members should be prepared to answer questions from all seminar participants including the tutor.

Your final written report should take into account (if you think they are relevant) the questions, observation and tutors verbal feedback.

Final Written Report.

This document will be presented in an appropriate professional format - maximum 3000 words - (see LSBU's Study Skills Survival Guide).

In addition, each student will be required to write a reflective paper derived from the student's personal experience and learning from the group activity – between 750 to 1000 words

The content of the group report should include:

Title
List of group members
Introduction / Terms of Reference
Main body of the report
Conclusions
Photocopies of all overheads & other presentation materials
All information sources and references
Full bibliography

Note

Media services support and equipment can be requested room L121. They can be contacted on 6800. All requests must be received in advance.

6.0 FEEDBACK

Feedback will normally be given to students 15 working days after the submission of an assignment.

7.0 INTRODUCTION TO STUDYING THE UNIT

7.1 OVERVIEW OF THE MAIN CONTENT

1 - reflective learning - learning from experience

2 - exploring cultural difference

3 - definitions and different interpretations of Culture

4 - working in teams

5 - decision making processes

6 - working abroad - culture shock

7 - re-entry and reverse culture shock

7.2 OVERVIEW OF TYPES OF CLASSES

There will be three hours of contact time per week. The three hours will consist of lectures, seminar discussions, exercises, and individual and group presentations.

In addition to the timetabled hours students are expected to work independently in self-managed study including the following aspects:

- they have to do course work and prepare for seminars in accordance with unit requirements;

- students are expected to read routinely not only books but the quality press and relevant academic journals, make use of audio-visual media, keep abreast of current affairs and developments in international business;

- they are encouraged to make good use of the Library and other LRC facilities for consolidation, research or remedial purposes;

7.3 IMPORTANCE OF STUDENT SELF-MANAGED LEARNING TIME

Students are expected to undertake self-management learning in preparation for sessions, consolidation of lecture material, coursework revision. Crucial to read discussion articles and case studies' prior to seminars' because you will not only be letting yourself down but your fellow students, and the ethos/spirit of the unit.

7.4 EMPLOYABILITY

An appreciation and understanding of cross cultures issues and the potential difficulties of managing an international diverse work force are important attributes for anyone with aspirations to work and manage in international / global organisations and/or international context.

8. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

LECTURES AND SEMINARS ARE COMBINED, AND WILL BE BASED ON READING MATERIAL SUCH AS AN ARTICLE OR CASE STUDY NORMALLY BASED ON THE PREVIOUS WEEK LECTURE TOPIC. IN ADDITION, SUPPLEMENTARY ARTICLES AND CASE STUDIES WILL BE CIRCULATED. STUDENTS WILL HAVE 7 DAYS TO FAMILIARISE THEMSELVES WITH THE TOPIC AND FORM THE BASIS OF INFORMED CRITICAL DISCUSSION AND PARTICIPATION.

Week 1, 29 Jan **Introduction to Programme and cross-cultural issues**

Week 2, 05 Feb **Comparing cultures**

        Reading: Deresky, Chapters 1 and 3
                   French, Part 2 (3 Chapters)
                   Guirdham,Chapter 2
                   Mead, Chapters 1 and 2;
                   Schneider & Barsoux Chapters 1 and 2;
                   Tony Fang, Hofstede's Fifth National Culture Dimension, International Journal of Cross Cultural Management, 2003 Vol 3(3) 356-368.

Week 3, 12 Feb **Working in cross cultural teams and groups**

        Reading: Deresky, Chapter 3
                   French, Part 3 (Leadership Ch)
                   Guirdham,Chapter 8
                   Mead, Chapters 1 and 6;
                   Mendenhall Et al, Part 2 & 4
                   Schneider & Barsoux Chapter 8.

Week 4, 19 Feb **Communications & negotiation**

        Reading: Deresky, Chapter 4
                   French, Part 3(Intercultural Communication Ch)
                   Guirdham,Chapter 1, 3 & 6
                   Mead Chapters 5 & 7;
                   Mendenhall Et al, Part 2
                   Palich et al, 'Comparing American and Chinese Negotiating Styles: The Influence of Logic Paradigms', Thunderbird International Business Review, Vol 44, 777-009, Nov – Dec 2002.

Week 5, 26 Feb **Needs,incentives, motivation & ethics**

        Reading: Deresky, Chapter 11
                   French, Part 3 (Motivation Ch)

           Guirdham,Chapter 4
           Mead Chapter 6.
           Mendenhall Et al, Part 2
           Schneider & Barsoux Chapter 10.

Week 6, 04 Mar **International Business & Ethics**

      Reading: Deresky, pp 41- 49
               Guirdham,Chapter 8
               Mead Chapter 4
               Mendenhall Et al, Part 2 & 3
               Schneider & Barsoux Chapters 4, 7 & 10

Week 7, 11 Mar **International Joint Ventures**

      Reading: Deresky, Chapter 7
               Guirdham,Chapter 8
               Mead: Chapter 15
               Mendenhall Et al, Part 4
               Schneider & Barsoux Chapter 9.

EASTER BREAK

Week 8, 08 Apr **International Staffing**

      Reading: Deresky, Chapter 9
               Mead Chapters 17 and 18
               Mendenhall Et al, Part 2
               Schneider & Barsoux Chapter 7
               Sparrow et al Chapter 7.

Week 9, 15 Apr **Technology and Knowledge Management**

       Reading: Sparrow et al Chapters 4 and 5

Week 10, 22 Apr **Project Group Tutorials**

Week 11, 29 Apr **Group Presentations and Feedback**

Week 12, 06 May **Group Presentations and Feedback**

Week 13, 13 May **Managing Across Cultures- revisited**

8 LEARNING RESOURCES

9.1 CORE MATERIALS

Helen Deresky, <u>International Management, Managing Across Borders and Cultures</u>, 6th Ed, Pearson/Prentice Hall, New Jersey, 2008

Ray French, <u>Cross-Cultural Management</u>, CIPD, London, 2007

Maureen Guirdham, <u>Communicating Across Cultures at Work</u>, Palgrave Macmillan, 2005

H. Harris, C. Brewster & P. Sparrow, <u>Globalizing Human Resource Management</u>, Routledge, 2004)

Mead.R, <u>International Management - Cross Cultural Dimensions</u>. 3rd Ed, Blackwell, London 2005.

Schneider, SC & Barsoux J-L, <u>Managing Across Cultures</u>, 2nd Ed, FT/Prentice Hall, London, 2003

Academic journals such as, *International Journal of Cross Cultural Management* and *The International Journal of Human Resource Management.*

9.2 OPTIONAL MATERIALS

J.Stewart Black et al, <u>Globalizing People Through International Assignments</u>, Addison-Wesley, 1999

Brewster ,C, 'National Cultures and International Management' in Tyson, S (ed),<u>Strategic Human Resource Management</u>, London IPD, 1995

Brewster, C, I The Paradox of Expatriate Adjustment', in Selmer, J (ed), Expatriate Management: <u>New Ideas for International Business</u>, Westport, CT, Quorum Books.

Budhwar, Pawan.S & Debrah, Yaw A, <u>Human Resource Management in Developing Countries</u>, Routledge, 2004

Chatterjee, Samir R & Nankervis, Alan R, <u>Asian Management in Transition – Emerging Themes</u>, Palgrave Macmillan, 2007

R.Clegg et al, <u>Global Management - Universal Theories and Local Realities</u>, Sage, 1999

Peter J. Dowling et al, <u>International Human Resource Management</u>, 5th Ed, Thomson, London, 2008

Edwards, Tony & Rees, Chris, <u>International Human Resource Management</u>, Prentice-Hall, 2006

Gannon, MJ and Newman K, <u>Handbook of Cross-Cultural Management</u>, Blackwell, Oxford, 2002

A-W Harzing & J.V. Ruysseveldt, <u>International Human Resource Management</u>, Sage, 2003

N J. Holden, <u>Cross-Cultural Management</u>, FT / Prentice-Hall, 2002

Nina Jacob, <u>Intercultural Management</u>, Kogan Page, 2003

P Joynt & B Morton (Ed), <u>The Global Manager</u>, IPD, 1999

Ed, Mark E. Mendenhall, Gary R. Oddou, Guntar K. Stahl, <u>Readings and Cases in International Human Resource Management</u>, 4th Ed, Routledge, 2007

M. Tayeb, <u>The Management of a Multi-Cultural Workforce</u>, Wiley, 1996

M Tayeb(Ed)' <u>International Management - Theories and Practice</u>, FT /Prentice Hall, 2003

Xiaowen Tian, <u>Managing International Business in China</u>, Cambridge University Press, Cambridge, 2007

Warner, M & Joynt, P, <u>Managing Across Cultures</u>, 2nd Ed, Thomson Learning, London, 2002

ADDITTIONAL SUPPORT MATERIAL

<u>Web Sites</u>

Students are encouraged to access support materials through corporate websites for example (<u>http://www/Sony.com</u>), electronic information sources such as European Business ASAP and <u>http://www.researchindex.co.uk</u> .

The European Commission (<u>http://www.cec.org.uk</u>) is a very useful source of policy information. Publishers' websites for example Pearson's (<u>http://www.pearsoneduc.com</u>) to follow up texts such as Richard Lynch, or International Thomson's (<u>http://www.itbp.com</u>). Some periodicals can be easily accessed online for example The McKinsey Quarterly at <u>http://www.mckinseyquarterly.com</u>

The reading outlined for each weekly topic should be supplemented by articles in academic and professional journals. The course team will also advise students of further references. Please also note that the Learning Resources Centre contains numerous videos which are relevant to this unit, and that many HRM related journals can be accessed at the centre through BPO (Business Periodicals Online) scheme which allows you to print out articles. Look regularly at web sites such as, Income Data Services site (IDS), the European Observatory Web site (EIRO) on Hyperlink http://www.eiro.eurofound.ie/ and on the DTI site www.DTI.GOV.UK//EMAR. Seek the advice of Library and Learning Resources Centre staff. Students are expected to keep abreast of current trends and developments by regularly consulting the relevant journals and periodicals, CD Roms and online resources.

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