

# 2005IBA

## Comparative Management

### Semester 1 2010

Academic Organisation:	Dept of International Business and Asian Studies
Faculty:	Griffith Business School
Credit point value:	10
Student Contribution Band:	Band 3A
Course level:	Undergraduate
Campus/Location/Learning Mode:	Gold Coast / On Campus / In Person Nathan / On Campus / In Person
Convenor/s:	Mr Brian Merrett (Gold Coast) Dr Larry Crump (Nathan)
Enrolment Restrictions:	Nil
This document was last updated:	28 January 2010

#### **BRIEF COURSE DESCRIPTION**

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This course is focused upon the study of management in an international context. It examines and compares management practices of different types of organisations, across countries and cultures. The study of comparative management requires a basic understanding of organisational behaviour in a highly competitive global marketplace. The course considers management functions and manager skills including similarities and differences between domestic and international management.

This course is normally a Day offering.

Incompatible: AB12006 Introduction to Comparative Management OR IBS2004N Introduction to Comparative Management OR IBS2004G Comparative Management OR 2004IBS Comparative Management OR 2026MMG International Management OR 2026MGT International Management

Prior Assumed: AB11004 Introduction to International Business OR AB11001 The Environment of International Business OR IBS1003N Introduction to International Business OR IBS1003 Introduction to International Business OR 1003IBS Introduction to International Business OR 1005IBA Introduction to International Business.

## SECTION A – TEACHING, LEARNING AND ASSESSMENT

### COURSE AIMS

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Students will work toward the following five goals and objectives: (1) Become acquainted with the body of knowledge on comparative management, which is fundamental for working effectively in any organisational environment. (2) Review and understand management literature which serves as the foundation for developing effective international management skills. (3) Identify and consider adopting the attitudes that are necessary to work effectively in an international environment. (4) Begin to accept the challenge of working cooperatively with a diverse set of people in an environment that generates new expectations. (5) Explore the relationship between theory and practice as it pertains to international management in a highly competitive global market place.

### LEARNING OUTCOMES

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This course provides management and organisation knowledge and skills that will enable international business students to function more effectively in an international environment. It assists students in career development and personal and professional effectiveness in international business. This course also promotes the development of self-management skills, interpersonal skills, teamwork skills and oral communication skills, as well as the development of problem-solving and decision-making skills.

Upon completion of this course students will be able to:

1. demonstrate knowledge of management concepts and models
2. demonstrate an understanding of management issues in a global context
3. identify relevant information and evaluate it from different managerial and cultural perspectives
4. compare strengths and weaknesses of different international management practices
5. understand how to work effectively across cultures and with diverse groups

### CONTENT, ORGANISATION AND TEACHING STRATEGIES

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(1) Comparative Management provides weekly two-hour lectures and required reading over a thirteen-week period. (2) Students also attend a two-hour seminar that meets fortnightly. (3) All students will take a mid-semester examination and an end-of-semester examination.

**Lectures:** Each lecture is devoted to a specific topic. Lectures will complement, highlight and explain key concepts found in the textbook but they will not simply be a review of the assigned reading material. Lectures will include additional concepts, theories and knowledge about the topic under consideration. All lecture material is examinable.

**Seminars:** This course offers seminars rather than tutorials. The primary focus of the seminar is to apply and further develop essential concepts that are presented through lectures and readings.

Seminars will use case studies and other practical learning exercises. When required, students are expected to come to seminars having read and studied material that is distributed in advance (Seminar 1 and Seminar 5). Students may expect to engage in small group discussions or small group exercises as well as participate in full group discussions during seminars. All seminar learning is examinable.

**Seminar Organisation:** This course will divide students into seminar groups. Students will meet with their seminar fortnightly in two-hour blocks. Unless scheduled holidays interfere, the same seminar will be held in alternating weeks for odd and even week groups. During the semester students will meet five times with their seminar group.

Material will be distributed in lectures one week prior to a seminar group on a particular topic in those seminars that require advance preparation (Seminar 1 and Seminar 5 only). The time and location of each seminar is available through Learning@Griffith: Lecture and Tutorial Timetables. There will be a maximum of 30 students in each seminar. Registration in seminars is on a *first come first serve* basis and conducted via the Griffith website. Seminars with low enrolment will be rescheduled.

**Course Summary:** All material and learning covered in (1) the textbook, (2) lectures and (3) seminars are examinable. For those interested in a deeper study of a particular topic, additional readings are recommended for each lecture topic (see Week-by-Week Course Plan). These materials are examinable only to the extent they will be covered in the lectures.

## CONTENT SUMMARY

2005IBA TIMETABLE			
Week	Lectures	Readings	Seminar Topic
1.	1. Orientation to Course: Goals and Methods 2. Comparative Management in a Global Economy	Course Outline & Chapter 1	No seminars – Overview to Seminars During First Lecture  Distribute material to support preparation for 1 <sup>st</sup> seminar
2.	Perspectives on Management	Chapter 2	Seminar 1: Even Weeks – Business, Management & Culture (bring preparation)
3.	National Culture, Organisational Culture and Management	Chapters 4 & 5	Seminar 1: Odd Weeks – Business, Management & Culture (bring preparation)
4.	Communicating in an International Environment	Chapter 6	Seminar 2: Even Weeks – Decision Making (no preparation needed)
5.	Negotiation and the International Manager	Chapter 7	Seminar 2: Odd Weeks – Decision Making (no preparation needed)
<i>Mid-semester Vacation 2 April – 11 April</i>			
6.	1. Ethics and International Management 2. Mid-semester Exam Review	Chapter 3	Seminar 3: Even Weeks – Leadership Styles (no preparation needed)

2005IBA TIMETABLE			
Week	Lectures	Readings	Seminar Topic
7.	No Lecture (prepare for mid-semester exam) Mid-semester Examination Covering 1 <sup>st</sup> Half of Semester (2.5 hours + 10 minutes perusal)	Exam: All reading and lectures in weeks 1-6 plus seminars 1-2 only	No seminars (prepare for mid-semester exam)
8.	Strategic Management in an International Context (Planning and Organising)	Chapters 8 & 9	No seminars (focus on reading)
9.	Groups, Teams and International Management	Chapter 10	Seminar 3: Odd Weeks – Leadership Styles (no preparation needed)  Note: Monday seminars are actually held on Tuesday this week only
10.	Decision Making and Controlling	Chapter 11	Seminar 4: Even Weeks – Managing International Disputes (no preparation needed)
11.	Motivation, Leadership and the International Manager  <i>Seminar 5 material distributed in lecture</i>	Chapters 12 & 13	Seminar 4: Odd Weeks – Managing International Disputes (no preparation needed)
12.	International Human Resource Management	Chapter 14	Seminar 5: Even Weeks – International HRM (bring preparation)
13.	1. Your future in International Management? 2. End-of-Semester Examination Review		Seminar 5: Odd Weeks – International HRM (bring preparation)
Exam period	End-of-Semester Examination	All reading and lectures in weeks 8-13 plus seminars 3-5	

**Content: Week-by-Week Course Plan** – A more detailed week-by-week introduction to lecture content and each seminar are provided in a separate document on the Course Website (see: Week-by-Week Course Plan).

## ASSESSMENT

Item	Assessment Task	Length	Weighting	Total Marks	Relevant Learning Outcomes	Due Day and Time
1.	*Short Answers: Mid-Semester Examination (Covering 1 <sup>st</sup> half of semester)	1.5 hours + 10 mins perusal	28%	28	1, 2, 3, 4, 5	During Week 7: Date, time and room to be announced in lecture and posted on course website
2.	Multiple Choice: Mid-Semester Examination (Covering 1 <sup>st</sup> half of semester)	1 hour	22%	22	1, 2, 3, 4	During Week 7: Date, time and room to be announced in lecture and posted on course website
3.	Short Answer: End-of-Semester Examination (Covering 2 <sup>nd</sup> half of semester)	1.5 hours + 10 mins perusal	28%	28	1, 2, 3, 4	During EOS Examination Period
4.	Multiple Choice: End-of-Semester Examination (Covering 2 <sup>nd</sup> half of semester)	1 hour	22%	22	1, 2, 3, 4	During EOS Examination Period

\* Includes Bachelor of International Business Rubric focused on assessing ability to work effectively across cultures and with diverse groups.

Students are especially encouraged to ask questions if they wish clarification on matters related to assessment. Following is a detailed description of each assessment item.

### ***Mid-Semester Examination (28 + 22 = 50%):***

This examination will measure student understanding and analysis of all required reading material and all lectures in weeks 1-6 plus seminars 1 and 2. This examination includes multiple-choice questions and questions that require short answers (maximum one page per answer). Students will have 2 ½ hours to complete this examination. Students must write clearly on the examination or their grade will be marked down for failure to communicate.

### ***End-of-Semester Examination (28 + 22 = 50%):***

This examination will measure student understanding and analysis of all required reading material and all lectures in weeks 7-13 plus seminars 3, 4 and 5. This examination includes multiple-choice questions and questions that require short answers (maximum one page per answer). Students will have 2 ½ hours to complete this examination. Students must write clearly on the examination or their grade will be marked down for failure to communicate.

Multiple-choice questions will assess student knowledge of management concepts as covered in the textbook, lectures and seminars. Short-answer questions will evaluate student understanding of the assigned concepts and student ability to apply these concepts to management situations.

**Each examination will include short-answer questions related to material discussed in seminars (material not covered in lectures).**

**Amber Risk Assessment Strategy:** This program identifies students who have poor course attendance or who perform poorly on the mid-semester examination. Students who do not attend the first and second seminars or students who perform poorly in the mid-semester examination will be contacted by the Griffith Business School and referred to relevant support services.

**Return of Assessment Items:** Students' mid-semester and end-of-semester examination papers will be retained by the Course Convenor for six months as required by Griffith University regulations. Students can make an appointment with the Convenor to view the marked examination and seek individual feedback.

**Notification of Availability of Feedback on Assessment:** Mid-semester examination results will be posted on the Course Website and general feedback (designed to assist with preparation for the end-of-semester examination) will be provided in the lecture. End-of-semester examination results and feedback will be posted on the Course Website at the end of the examination period. Website publication of results is by student number only.

## GRADUATE SKILLS

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The [Griffith Graduate Statement](#) identifies the characteristics that the University seeks to engender in its graduates through its degree programs.

As discussed in the subsections *Learning Outcomes*, *Content*, *Organisation and Teaching Strategies* and *Assessment* of this Course Outline, this course contributes to the development of the following graduate skills:

Graduate Skills	Taught	Practised	Assessed
Effective communication (written)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Effective communication (oral)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Effective communication (interpersonal)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Information literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Problem solving	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Critical evaluation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Work autonomously	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Work in teams	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Creativity and innovation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ethical behaviour in social / professional / work environments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Responsible, effective citizenship	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## TEACHING TEAM

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### Course Convenor

Convenor Details	Nathan
Course Convenor	Dr Larry Crump
Email	<a href="mailto:L.Crump@griffith.edu.au">L.Crump@griffith.edu.au</a>
Nathan Office	N16_0.22 (Macrossan Building)
Phone	373 57534 (please do not leave voice mail messages)
Consultation times	Consultation times will be posted on the Course Website under "Teaching Team". Appointments may be made via e-mail.

Convenor Details	Gold Coast
Course Convenor	Mr Brian Merrett
Email	<a href="mailto:B.Merrett@griffith.edu.au">B.Merrett@griffith.edu.au</a>
Gold Coast Office	To be advised
Phone	To be advised (please do not leave voice mail messages)
Consultation times	Consultation times will be posted on the Course Website under "Teaching Team". Appointments may be made via e-mail.

**Additional teaching team members:** Details of tutors will be posted on Course Website under Teaching Team.

## COURSE COMMUNICATIONS

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Students are encouraged to speak to the course convenor if they have questions or concerns. Students can speak to the convenor and the teaching team after lectures and seminars, during consultation times (see Convenor Details section above and Course Website for updates) and by appointment (please communicate via e-mail, do *NOT* leave voice messages). Please note: e-mail messages must originate from student e-mail accounts. E-mail messages from non-university e-mail service providers, including Hotmail or Yahoo, will not be opened because of the possibility of student privacy issues and viruses.

Announcements are posted on the Learning@Griffith Comparative Management website as required. Lecture slides are posted on the website on a weekly basis – the day prior to a lecture or earlier.

**IMPORTANT:** Students are required to check the Course Website for announcements and their university e-mail account on a weekly basis. Information distributed via these channels will be considered successfully conveyed.

## TEXTS AND SUPPORTING MATERIALS

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**Required Reading:** Course reading requirements include: (1) a textbook and (2) seminar material that are distributed prior to or during seminar. The required textbook is:

Fred Luthans and Jonathan P. Doh. 2009. *International Management: Culture, Strategy, and Behavior* (7<sup>th</sup> Ed.). Boston: McGraw-Hill Irwin.

Students are expected to attend lectures having read and studied the chapters that are assigned for that lecture, including items found at the end of each chapter, such as summary of key points, review and discussion questions, internet exercise, “In the International Spotlight”, and “You Be the International Management Consultant.”

**Recommended Readings:** Each topic includes a few of recommended readings. These readings are listed in the Week-By-Week Course Plan (see Course Website) and can be found in the reserve room of the library.

## SECTION B – ADDITIONAL COURSE INFORMATION

**Rationale between course aims, content and assessment:** Assessment methods used in Comparative Management are directly related to course aims. Comparative Management requires student understanding of management and organisational knowledge in an international context. Examinations are established to motivate students to gain such knowledge and apply it to specific international management situations, while providing feedback to students on their success in acquiring this knowledge and skills.

**Interrelationship of course with other course/s and program/s:** This course follows on from “Introduction to International Business” (1005IBA) and provides a foundation for “Inter-Cultural Management” (3004IBA). Course material also provides an introduction to leadership, negotiation, ethics, human resource management and international relations in an international context – topics that can be explored through other courses that are offered by the Department of International Business and Asian Studies.

**Plagiarism / Academic misconduct.** Students must conduct their studies at the University honestly, ethically and in accordance with the University accepted standards of academic conduct. Any form of academic conduct which is contrary to these standards is academic misconduct for which the University may penalize a student.

**Award of grades.** Students’ results in Comparative Management are recorded using the official University approved grades. The description that accompanies each grade is given as a guideline to assist comparability across the University, but these descriptions must be interpreted within the context of each course.

**The complete University policy on Assignments, Award of Grades and Academic Misconduct are located in Section C of this Course Outline.**

**The Department of International Business & Asian Studies administers this course.**

## SECTION C – KEY UNIVERSITY INFORMATION

### ACADEMIC MISCONDUCT

Students must conduct their studies at the University honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is academic misconduct and is unacceptable.

Some students engage deliberately in academic misconduct, with intent to deceive. This conscious, pre-mediated form of cheating is one of the worst forms of fraudulent academic behaviour, for which the University has zero tolerance and for which penalties, including exclusion from the University, will be applied.

However the University recognises many students commit academic misconduct without intent to deceive. These students may be required to undertake additional educational activities to remediate their behaviour.

Specifically it is academic misconduct for a student to:

- **Cheat in examinations and tests** by communicating, or attempting to communicate, with a fellow individual who is neither an invigilator or member of staff; by copying, or attempting to copy from a fellow candidate; attempting to introduce or consult during the examination, any unauthorised printed or written material, or electronic calculating or information storage device; or mobile phones or other communication device, or impersonates another.
- **Fabricate results** by claiming to have carried out tests, experiments or observations that have not taken place or by presenting results not supported by the evidence with the object of obtaining an unfair advantage.
- **Misrepresent themselves** by presenting an untrue statement or not disclosing where there is a duty to disclose in order to create a false appearance or identity.
- **Plagiarise** by representing the work of another as their own original work, without appropriate acknowledgement of the author or the source. This category of cheating includes the following:
  1. collusion, where a piece of work prepared by a group is represented as if it were the student's own;
  2. acquiring or commissioning a piece of work, which is not his/her own and representing it as if it were, by
    - purchasing a paper from a commercial service, including internet sites, whether pre-written or specially prepared for the student concerned
    - submitting a paper written by another person, either by a fellow student or a person who is not a member of the University;
  3. duplication of the same or almost identical work for more than one assessment item;
  4. copying ideas, concepts, research data, images, sounds or text;
  5. paraphrasing a paper from a source text, whether in manuscript, printed or electronic form, without appropriate acknowledgement;
  6. cutting or pasting statements from multiple sources or piecing together work of others and representing them as original work;
  7. submitting, as one own work, all or part of another student's work, even with the student's knowledge or consent.

A student who willingly assists another student to plagiarise (for example by willingly giving them their own work to copy from) is also breaching academic integrity, and may be subject to disciplinary action.

Visit the University's Institutional Framework for Promoting Academic Integrity Among Students for further details.

### PLAGIARISM DETECTION SOFTWARE

The University uses plagiarism detection software. Students should be aware that your Course Convenor may use this software to check submitted assignments. If this is the case your Course Convenor will provide more detailed information about how the detection software will be used for individual assessment items.

## HEALTH AND SAFETY

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Griffith University is committed to providing a safe work and study environment, however all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information can be obtained from [http://www.griffith.edu.au/hrm/health\\_and\\_safety/](http://www.griffith.edu.au/hrm/health_and_safety/)

Information about Laboratory safety can be obtained from [http://www.griffith.edu.au/ots/secure/health/content\\_labsafety.html](http://www.griffith.edu.au/ots/secure/health/content_labsafety.html)

## KEY STUDENT-RELATED POLICIES

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[Academic Calendar](#)

[Academic Standing, Progression and Exclusion Policy](#)

[Assessment Policy](#)

[Examinations Timetabling Policy and Procedures](#)

[Guideline on Student E-Mail](#)

[Health and Safety Policy](#)

[Institutional Framework for Promoting Academic Integrity Among Students](#)

[Policy on Student Grievances and Appeals](#)

[Student Administration Policy](#)

[Student Charter](#)

## UNIVERSITY SUPPORT RESOURCES

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The University provides many facilities and support services to assist students in their studies. Links to information about University support resources available to students are included below for easy reference:

[Learning Centres](#) - the University provides access to common use computing facilities for educational purposes. For details visit [www.griffith.edu.au/cuse](http://www.griffith.edu.au/cuse)

[Learning@Griffith](#) - there is a dedicated website for this course via the Learning@Griffith student portal.

[Student Services](#) facilitate student access to and success at their academic studies. Student Services includes: Careers and Employment Service; Chaplaincy; Counselling Service; Health Service; Student Equity Services (incorporating the Disabilities Service); and the Welfare Office.

[Learning Services](#) within the Division of Information Services provides learning support in three skill areas: computing skills; library skills; and academic skills. The study skills resources on the website include self-help tasks focusing on critical thinking, exam skills, note taking, preparing presentations, referencing, writing, proof reading, and time management.

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[Academic integrity for students](#)

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