



**SYD BUSN 3376**  
**International Dimensions of Organisational Behavior**

**CAPA SYDNEY PROGRAM**

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**Course Description**

In the International Dimensions of Organisational Behaviour course, students will study how theories, research, and current issues in the field of organisational behaviour apply in the context of the international workplace. This course will focus on the international application of core management theories and strategies, and will be based on interdisciplinary research, from fields including psychology, sociology, economics, political science and anthropology. Students will be expected to increase their understanding of human behaviour within the setting of a global work environment, and across a variety of historical and current issues. Students will also be expected to reflect critically on how theoretical frameworks can be applied and developed within the organizational setting.

The course incorporates Harvard Business School case studies from Samsung, Tata Motors, Alibaba, Toyota Nike, Colgate Palmolive, Lincoln Electric, and Oil & Wasser, as well as the students' internship experiences in London and Sydney to critically discuss and apply the thematic issues covered in the course

The course also incorporates Globally Networked Learning. You will be working in tandem with CAPA students in London for the final project. More details can be found in this syllabus and the GNL Canvas.

**Course Aims**

The academic approach of this course incorporates gaining an appreciation of four essential learning and development outcomes: globalisation, urban environment, social dynamics and diversity. Students taking this course will benefit from these rich perspectives and understand their relationship to organisational behavior in an international context.

Moreover, with its global presence, CAPA offers students the opportunity to enrich their academic experience by exposing and exploring the localised context of the CAPA Sydney Centre. Sydney is a melting pot with a population of just over 5 million residents. People from countries in the Asia-Pacific region who have made this city their home enrich the international dimensions of the Sydney work place. Further, its population includes a cross-section of immigrants and workers from China, India,

Asia, Africa, the Americas, and many of the European countries. This cultural and ethnic diversity of Sydney makes the city a unique location for the students to immerse themselves and to study and observe the international dimensions of society. The students will have the opportunity to apply the learning outcomes of this course in their internships as well as in interactions with the local population.

The students will be expected to develop and expand their understanding of this local context of Australia's role in the global, European and Asia-Pacific marketplace. The research paper project provides the students an opportunity to explore this localised context and to demonstrate their learning outcomes from this unique opportunity provided by studying International Dimensions of Organisational Behaviour at the CAPA Sydney Centre.

## Requirements and Prerequisites

Students must be business majors or minors. The course emphasizes this academic area from a global perspective. Students with a high degree of motivation and desire to learn about the international and global aspects of business will benefit from this course.

## Learning Outcomes

1. Explain theories, best practices and applications of how to effectively manage and lead people within a globalised business setting.
2. Identify and analyse challenges facing businesses in a globalised world.
3. Recognize major elements of socio-cultural diversity within global business.
4. Describe frameworks of personal and organizational value systems, in the context of a globalised business environment.
5. Investigation of the relationships among globalization, the dynamics of the urban labor market, immigration flows and social inequalities
6. Appreciation of dimensions of diversity and of the interplay among them, including gender, ethnicity, class and sexuality within management and leadership.
7. Examine and analyse competitive advantages that accrue to organizations consistently successful at adapting to problems/challenges/opportunities of intercultural management and communication
8. Discuss significant, current international business issues as informed global citizens.

## Developmental Outcomes

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences, personal reflection, problem analysis, developing good reading habits, critical thinking, working independently and as part of a team.

## Class Methodology

This class will be participative and will require students to contribute individually and as part of a team. The course content and delivery will create a framework where students reflect critically on the weekly discussion topics. The students will be expected to devote an hour per day keeping up with the current global issues in international business, politics and society. Expected reading sources should include *The Australian*, *The Economist*, *Financial Times* and *The New York Times*. The teaching and learning methods will be a blend of the following:

- Lectures
- Reflections & observations
- Readings on current topics
- Class discussions and case studies
- Student presentations and two research papers.

### Field Components

Sydney is a leading financial and economic centre in the Asia-Pacific market place. It is the base of many of Australia's largest financial institutions, Westpac and Commonwealth Bank, as well as prestigious academic institutions such as the the University of Sydney and University of NSW. All major global clothing retailers are based in Sydney, such as Zara, Uniqlo, H&M, Forever 21, Further, the Sydney internship experience offers students a rich contextual environment to apply the learning outcomes from this course in their work place. Findings and observations from these experiences can be used to enrich the content of your project and research papers.

### The assigned field component(s) are:

Visit to meet Uniqlo's store management to discuss how Japanese lunch and establish their businesses in Western countries like Australia.

**Sydney CBD Site Visits:** NSW Art Gallery, Stock Exchange, Opera House, The Rocks, Harbour Bridge.

Students are also strongly encouraged to participate in **co-curricular** program activities, among which the following are suggested:

Students are encouraged to participate in co-curricular opportunities that explore the diversity of Sydney. Moreover, students should also attend public lectures at the University of Sydney. I will advise on any of the particular relevance.

### Mid-Term & Final Project:

**Mid-term research paper: 30%**

**Final project: 50%**

**Final project (GNL) consists of icebreaker (10%), group presentation (20%) and final research paper (20%)**

### Assessment/Grading Policy

Descriptor	Alpha	UK	US	GPA
Excellent	A	75+	93+	4.0
	A-	70-74	90-92	3.7
Good	B+	66-69	87-89	3.3
	B	63-65	83-86	3.0
	B-	60-62	80-82	2.7
Average	C+	56-59	77-79	2.3
	C	53-55	73-76	2.0
Below Average / Poor	C-	50-52	70-72	1.7
	D+	46-49	67-69	1.3
	D	40-45	60-66	0.7 1.0
Fail	F	<40	<60	0

## Grade Breakdown and Assessment of Learning Outcomes

Assessment Task	Grade %	Learning Outcomes	Due Date
Class participation/Small group discussion	20%	a, b, c, d, e, f, h	Weekly
Mid-term research paper	30%	c, d,	Week 6
Icebreaker (GNL)	10%	c, d	Weeks 1 - 3
Final (GNL) group presentation – 20 min (max.)	20%	a, b, d, f	Week 12
Final (GNL) research paper	20%	a, b, d, f, g	Week 12

## Assignments

### Mid-Term Research Paper (30%):

This will be an individual assignment to be submitted prior to the mid-term break and will cover the week 1-6 class topics. One of the case studies assigned for the course will be the subject of your mid-term research paper. The assigned case study will be announced in Week 2. You are required to present an analysis of the situation described in the case by applying the various readings for the course. The assessment of your mid-term paper will be based on your application of the theories, examples and content of the weekly seminars and class discussions as well as the course reading material.

### Final Project (GNL):

The final project for this course will be an assessment of each student's cumulative learning across the semester. The final project involves working with another student in either London (for Sydney students) and Sydney (for London students) to produce a final analytical project paper and presentation and an "ice-breaker" activity.

### Final analytical project paper: (20%)

As a team, the students will select an organisation that is currently based and operating in the U.K. and Australia. Using this nominated organisation, the student team will analyse and contrast **one** of the following areas in both the UK and Australian markets.

- Management Style and Behaviour
- Leadership Approaches
- Cultural Awareness
- Performance Measures
- Recruiting staff (O/S and local).
- Corporate Social Responsibility and Ethical Decision Making
- Diversity Training Initiatives
- Female Leadership
- Legislation and Coersion

No. of words: 2000 words in length (this includes the Table of Contents but not the References and Appendix section).

Font style: Arial. 12 point. 1.5 spacing.

Due Date: Week 12

Submission: Via the weblink in Turnitin on CANVAS.

### **Class presentations: (20%)**

In your presentation, each student will present their paper to the students of their home city (ie, London or Sydney). The presentation is based on the key points of your team project paper. Please note that this presentation is a team effort (ie, development) and 20 minutes (max) to be provided for delivery to the class. There will be a Q&A session following the presentation. The students will be given feedback on their presentations in CANVAS.

Due Date: Week 12

Submission: Via the weblink in Turnitin on CANVAS (in PDF)

### **Ice- Breaker: (10%)**

As discussed in the Week 1 class, you should find a photograph that you think is relevant to diversity in Sydney. This can be positive or negative. Your inspiration for the piece can come from anywhere but try to relate it to the course.

Please upload your photograph to the discussion area that has been set up in Canvas.

You should just post the item and not explain the significance of it.

Part of class two's interactive white board discussion work will be to explain why you think the student from London has chosen the item and how you think it can relate to this course. Therefore, bare this in mind when choosing your piece.

After the in class discussion, you will post your reply's under the relevant Sydney photograph.

The London students will then discuss their photographs and post the reply the next day.

Due Date: Weeks 3

Submission: On CANVAS (GNL)

### **Class Participation and Small Group Discussion (20%)**

The class participation assessment component includes preparation for the weekly classes and the quality (rather than quantity) of your participation. The preparation and critical discussion of the assigned case studies and homework tasks will count as class participation. The case studies (Tata Motors, Samsung, Alibaba, Uniqlo) involve some preparation and background reading. You are expected to provide a critical commentary on these cases, applying the learning points from the weekly content into the issues raised in the various cases. For the case studies, you will be working closely with your final project partners. Discuss and prepare the case with your respective partners prior to the weekly class. Each team will be jointly assessed for their participation in the case studies; you are therefore expected to work closely with your partner in a collaborative manner.

### **Localised Context:**

The students are required to identify relevant research paper topics within the localised context of Australia and the Asia-Pacific region. These research paper topics should be discussed with the lecturer in advance. Preparatory work would include developing good reading sources such as the *The Australian*, *Financial Times*, the *Economist* to gain a better understanding of the localised context

## **Course Materials**

### **Required Readings:**

Nancy J. Adler with Allison Gunderson 5<sup>th</sup> Edition (2008) South-Western Centage Learning ISBN: 13: 978-0-324-36074-5

Available on Amazon: [http://www.amazon.co.uk/International-Dimensions-Organizational-Behavior-ISE/dp/0324360754/ref=sr\\_1\\_1?ie=UTF8&qid=1390119542&sr=8-1&keywords=adler+gundersen+international+dimensions](http://www.amazon.co.uk/International-Dimensions-Organizational-Behavior-ISE/dp/0324360754/ref=sr_1_1?ie=UTF8&qid=1390119542&sr=8-1&keywords=adler+gundersen+international+dimensions)

### Recommended Reading(s):

Robert Rosen 'Global Literacies' (2000) Simon and Schuster ISBN 0-684-85902-5  
Fullan M 'Leading in a Culture of Change' 2007 Jossey Bass ISBN 0-7879-5395-4

Susan C. Schneider & Jean-Louis Barsoux, 'Managing Across Cultures', 2<sup>nd</sup> edition (2003), FT Prentice Hall.  
Available on Amazon: <http://www.amazon.co.uk/Managing-Across-Cultures-Susan-Schneider/dp/027364663X>

**The students will be provided with further readings that will be uploaded to Canvas on a week by week basis. The course section on Canvas will also contain a summary of the weekly content and the main discussion themes for the seminars. You are encouraged to bring in your laptops to class to make your notes and update the soft copy of the Course Pack.**

It is fine to use previous editions or online versions of the textbook. You could obtain used copies of the book at substantial discounts through the online marketplace. The book is also available for electronic download through the publisher and will be placed in the CAPA library for reference purposes.

## Weekly Course Schedule

The framework below indicates class-based sessions at CAPA. The schedule may be revised as the term progresses to incorporate field trips and guest speakers.

Weekly class material slides; explanatory notes and relevant additional readings will be posted online. The students are expected to review these materials prior to the weekly session.

**Weekly chapter references are from the required textbooks.**

**Legend for assigned readings:**

**AG: International Dimensions of Organisational Behaviour (Textbook)**

WEEK 1	
Lesson Number / title	Introduction
In-class activity	Introductions, student interests, relevant prior coursework & experience Course map, format, required work and assessments Review of mid-term research paper and final project guidelines – detailed guidelines posted in this syllabus Overview of International Dimensions of Organisational Behaviour – what will the course cover? Exploring Culture: what is 'culture'? Convergence & divergence; recognising cultures; culture clash; aspects of culture
Out-of-class activity	Cross cultural interaction task
GNL activity	Icebreaker: Collect/post Sydney photographs onto CANVAS
Readings	AG Ch 1
Assignments	

<b>WEEK 2</b>	
<b>Lesson Number / title</b>	How Cultural Differences affect Organisations
In-class activity	Corporate culture & architecture Regional and national cultures: Hofstede Industry-specific cultures & reasons for differences Case discussion: comparing Viking, Brazilian & Indonesian management structures Policies & procedures
Out-of-class activity	Work on the Icebreaker activity
GNL activity	Icebreaker: Collect/post Sydney photographs onto CANVAS Icebreaker: Reply to London comments on photographs.
Readings	AG Ch 2
Assignments	

<b>WEEK 3</b>	
<b>Lesson Number / title</b>	Communicating across Cultures & Strategy
In-class activity	How do we exchange 'meaning'? Verbal and non-verbal messages Perception & cultural 'filters' Cross-cultural misconception & mis-evaluation Stereotypes – and how/why to avoid them Exercise: How well do you know your colleagues – AG pp 87-88. Incorporate this exercise into your projects and note your observations. Culture and strategy
Out-of-class activity	Compile cultural evidence & competitive advantages for organisation for mid-term assignment
GNL activity	Icebreaker: Reply to London comments on photographs. Review Icebreaker sessions.
Readings	Readings: AG Ch 3
Assignments	

WEEK 4	
Lesson Number / title	Cultural Diversity
In-class activity	Cultural invisibility & blindness 'Diversity causes problems' - but also creates opportunities Strategy for managing cultural diversity Class assignment on cultural assumptions and organisations benefiting from cultural diversity - review tables in AG pp 108-111 to prepare for this discussion
Out-of-class activity	Prepare report plan for mid-term assignment
GNL	Build rapport with London students regarding the final project Select organisation for the final project - work with London team member
Readings	AG Ch 4
Assignments	

WEEK 5	
Lesson Number / title	Sydney City Site Visit
In-class activity	The tour will guide us through the top 10 sights in Sydney's central business district.
Out-of-class activity	Prepare report plan for mid-term assignment
GNL	Build rapport with London students regarding the final project Select organisation for the final project - work with London team member
Readings	N/A
Assignments	

Week 6	
Lesson Number / title	Managing Multicultural Teams
In-class activity	Firm types: domestic, multi-domestic, multinational, global How do various firm types manage multicultural teams? Team diversity - advantages & disadvantages Dangers of 'group-think' Is there a 'most effective' way to manage multicultural teams? One to one feedback session on essay plans
Out-of-class activity	Prepare and complete report plan for mid-term assignment
Readings	AG Ch 5
Assignments	

**Break**

Week 7	
<b>Lesson Number / title</b>	International Managers & Global Leadership
In-class activity	Attributes of an International manager Competing theories of leadership Emotional Intelligence Going beyond the ordinary  Film viewing: Steve Jobs & critical discussion in relation to attributes of an international manager, theories of leadership and emotional intelligence.
Out-of-class activity	Working with your project groups in the UK and discuss your assignment
GNL	As above: Design project with London based students
Readings	AG Ch 6
Assignments	Work on GNL Project with London team members

WEEK 8	
<b>Lesson Number / title</b>	Global Organisation & Motivating Diversity:
In-class activity	Inspiring people to contribute Theoretical aspects: Three Motives, Two Factor Motivation, Expectancy Theory How do rewards vary across cultures? Class discussion of 'The Multicultural Team' article – SB 8.
Out-of-class activity	Working with your project groups in the UK and discuss your assignment
GNL	As above: design project with London based students
Readings	AG Ch 7
Assignments	Work on GNL Project with London team members

WEEK 9	
<b>Lesson Number / title</b>	Multinational Decision Making & Negotiations
In-class activity	Steps in decision-making process Critical discussion of ethical decision making in four situations – Middle East, West Africa, South-east Asia & Cultural Conflict in the Middle East (see class notes containing excerpts of the situations from AG 8). You are expected to prepare for this discussion by thinking of how/what you will do if faced with these situations. Provide your reasoning. Further case discussion: Tata Motors, Alibaba, Toyota, Samsung.
Out-of-class activity	Working with your project groups in the UK and discuss your assignment
GNL	As above: design project with London based students
Readings	AG Ch 8
Assignments	Work on GNL Project with London team members

WEEK 10	
<b>Lesson Number / title</b>	Negotiating Globally & Women as Global Leaders
In-class activity	Alternative strategies Success: people, situation & process Desirable qualities (of negotiators) Typical buyer/seller relationships: US vs. Japan Situations leading to success or failure How should you handle the 'process'? - Note the contrasts in table 9.4 on AG p237. Stages of negotiations Do women make successful leaders and negotiators? Class discussion: Coaching Women for Success - AG p297-304
Out-of-class activity	Working with your project groups in the UK and discuss your assignment
GNL	As above: design project with London based students
Readings	AG Ch 9 (Text)
Assignments	Work on GNL Project with London team members

WEEK 11	
<b>Lesson Number / title</b>	Site Visit - Organisation (TBC)
In-class activity	Site Visit
Out-of-class activity	Working with your project groups in the UK and discuss your assignment
GNL	As above: design project with London based students.
Readings	
Assignments	Work on GNL Project with London team members

WEEK 12	
<b>Lesson Number / title</b>	Project Presentation
In-class activity	Delivery of project presentation
Out-of-class activity	N/A
Readings	N/A
Assignments	Final Report due (Week 12 class). Finish and submit written project

WEEK 13	
<b>Lesson Number / title</b>	Site Visit – Organisation (TBC)
In–class activity	Site Visit
Out–of–class activity	
GNL	
Readings	
Assignments	

## Attendance, Participation & Student Responsibilities

### Attendance

CAPA has a mandatory attendance policy. Students are also expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Attendance is mandatory and is taken at the beginning of every class.

### Missing classes for medical reasons

If you need to miss a class for medical reasons or for a family emergency, you must send an e-mail to let the Director of Academic Affairs (DAA) know at least one hour in advance of your class or meeting by emailing [jmiller@capa.org](mailto:jmiller@capa.org). Note that calling the CAPA Center (02 9217 5977) is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to the internet again. You will need to provide evidence of the reason for your absence. Unexcused absences will result in a grade reduction. In the event of a missed class or field trip, it is your responsibility to contact your instructor and make up any missed assignments.

### Class Participation

Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

### Academic Integrity

The faculty expects from you, the student, a high level of responsibility and academic honesty. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism and cheating will result in dismissal from the program. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

### Use of electronic equipment in class

All devices such as laptops, I-pods, I-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Director of Academic Affairs or the Resident Director at the beginning of Term.

### Use of Electronic Translators

In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

### Late Submission

Late submission of papers due, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

### Behavior during Examinations

During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in

any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.