

IBS220

Cross-Cultural Management

School: School of Business and Creative Industries

2026 | Trimester 2

UniSC Sunshine Coast
UniSC Moreton Bay

BLENDED
LEARNING

Most of your course is on campus but you may be able to do some components of this course online.

Online

ONLINE

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to unisc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

Globally, stakeholders of culturally diverse backgrounds interact daily in the workplace and virtually. Each base their interactions on their own rules; values; beliefs and experiences. This course will help you to understand the basis on which culturally diverse individuals, teams, and organisations operate in the business environment. Contemporary cultural theories provide frameworks to reflect and analyse your own cultural context, as well as the culturally different 'others'. This will assist in developing effective strategies for inclusion, cultural intelligence and sustainable practices.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Interactive online learning activities.	1hr	Week 1	11 times
Tutorial/Workshop 1 – Scheduled face to face workshops.	2hrs	Week 1	10 times
ONLINE			
Learning materials – Interactive online learning activities.	1hr	Week 1	11 times
Tutorial/Workshop 1 – Scheduled online workshops (Recorded).	2hrs	Week 1	10 times

1.3. Course Topics

- Determinants of culture
- Cultural values (Hofstede and GLOBE)
- Western business cultures
- Asian, and African business cultures
- Middle Eastern business cultures
- Cultural dilemmas
- Culture and management style
- Culture and business communication
- Intercultural communication barriers
- International negotiations
- International teams and adjustment to new cultural environments
- Strategies to manage conflict and cultural differences
- Developing Intercultural communication competence

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Association to Advance Collegiate Schools of Business
1 Assess cross-cultural business crises and demonstrate innovative management strategies for business development.	Creative and critical thinker Sustainability-focussed	PC3.1, PC4.1, PC5, PC5.1
2 Demonstrate management skills that make a difference in managing in international environments.	Empowered Sustainability-focussed	PC1.1, PC3, PC3.1, PC4.1
3 Apply cultural intelligence to respond to cultural differences by designing strategies unique to specific countries.	Sustainability-focussed	PC6, PC6.1
4 Describe and explain global contexts and why these influence international activities.	Knowledgeable	PC3.1, PC4.1, PC5.1

* Competencies by Professional Body

CODE	COMPETENCY
ASSOCIATION TO ADVANCE COLLEGIATE SCHOOLS OF BUSINESS	
PC1.1	Written Communication
PC3	Creative and Critical Thinking
PC3.1	Problem Solving
PC4.1	Social Responsibility and Sustainability
PC5	Cultural Awareness
PC5.1	Diversity

CODE	COMPETENCY
PC6	Career-ready
PC6.1	Self-management

5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

5.5. Microcredential Information

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Formative feedback will be provided through tutorial activities and discussion. Task 1 is due early on in the trimester and you will receive formative feedback in the rubric and through comments on your task.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Oral and Written Piece	Individual	50%	This assessment consists of two components: a written piece and an oral presentation. The written component requires a total of 1500 words, to be single-spaced and formatted in 12-point font. This length corresponds to approximately two pages of content. The oral component consists of a 5-minute video in which a brief cultural critique will be presented. Together, these components aim to evaluate written and verbal communication skills, as well as critical analysis.	Week 5	Online Submission
All	2	Portfolio	Individual	50%	3000 words	Week 12	Online ePortfolio Submission

All - Assessment Task 1: Briefing note: Cultural Insight

GOAL:	Students will demonstrate an understanding of cross-cultural management issues by reflecting on their own cultural background and engaging with a culture different from their own. Through this exploration, students will develop competencies in navigating cross-cultural interactions effectively and applying knowledge of cultural dynamics in a management context. SDG4, 11 and 16.		
PRODUCT:	Oral and Written Piece		
AUTHORSHIP STATEMENT:			
FORMAT:	This is an individual task comprising two components: a written piece and an oral presentation. The written component requires 1,500 words, formatted in 12-point font and single-spaced, which is roughly two pages. The oral component involves a 5-minute video presenting a brief cultural critique. You will submit the video and a script ONLINE. Additional guidance is available on CANVAS.		
CRITERIA:	No.		Learning Outcome assessed
	1	Demonstrated knowledge and application of key cross-cultural management issues	2
	2	Appreciation, identification and application of relevant cross-cultural management concepts in cross-cultural business contexts	1
	3	Critical evaluation (discussion) of implications for conducting business with the culture and provision of practical insights	3 4
	4	Written communication skills	2 4
GENERIC SKILLS:	Communication, Problem solving, Information literacy		

All - Assessment Task 2: Portfolio: Developing Cultural Intelligence (CQ)

GOAL:	The goal is to reflect on your own cultural behaviours and to understand the issues related to organisational culture, as well as inter-organisational cross-cultural interactions in real business situations. You should demonstrate your understanding of cross-cultural management concepts and apply this knowledge to a real-life example. This will involve solving real-world problems by answering questions based on the case study. SDG8,10,11,16.		
PRODUCT:	Portfolio		
AUTHORSHIP STATEMENT:			
FORMAT:	This is an individual assessment. You are required to assess your cultural perspective and those of others in a working environment. This will involve reflecting on your own cultural behaviour and issues involved in organisational culture and interorganisational cross-cultural interactions in a real-time situation by applying your knowledge to a real business situation. Your reflection will draw on the textbook for background and theory; however, you are also expected to use and cite other relevant academic literature. Additional guidance will be provided on CANVAS. During weeks 6 through 11, you will complete a range of activities related to the weekly topics. For each tutorial, you will analyse a real-life business case and conclude with the most suitable strategy.		
CRITERIA:	No.	Learning Outcome assessed	
	1	Understanding of your own cultural perspective	3
	2	Knowledge of key relevant cross-cultural concepts covered in the course	1
	3	Identification of the key factors influencing intercultural business	1
	4	Explanation of significant influential factors on cultural values	3 4
	5	Identification of the cultural implications for intercultural business interactions	2 4
	6	Written communication skills	1 2 3 4
GENERIC SKILLS:	Communication, Problem solving, Applying technologies		

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
ABORIGINAL AND TORRES STRAIT ISLANDER HEALTH CURRICULUM FRAMEWORK				
All delivery modes	Oral and Written Piece	Briefing note: Cultural Insight	11.3	Taught, Practiced, Assessed
	Portfolio	Portfolio: Developing Cultural Intelligence (CQ)	2.1	Taught
			3.2	Taught
			11.3	Taught, Practiced
2020 UNISC BUSINESS SCHOOL STANDARDS UNDERGRADUATE				
All delivery modes	Oral and Written Piece	Briefing note: Cultural Insight	PC1.1	Taught, Practiced, Assessed
			PC1.2	Taught, Practiced, Assessed
			PC1.3	Taught, Practiced
			PC3.1	Taught
			PC4.1	Taught, Practiced, Assessed
			PC5.1	Taught, Practiced
			PC6.1	Taught, Practiced
			PC6.2	Taught, Practiced, Assessed
	Portfolio	Portfolio: Developing Cultural Intelligence (CQ)	PC1.1	Taught, Practiced, Assessed
			PC1.3	Taught, Practiced, Assessed
			PC3.1	Taught, Practiced, Assessed
			PC4.1	Taught, Practiced, Assessed
			PC5.1	Taught, Practiced
			PC6.1	Taught, Practiced
			PC6.2	Taught, Practiced, Assessed

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Marie-Joëlle Browaeys, Roger Price	2024	Understanding Cross-cultural Management	5th edition	Pearson

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

Eligibility for Supplementary Assessment Your eligibility for supplementary assessment in a course is dependent of the following conditions applying: The final mark is in the percentage range 47% to 49.4% The course is graded using the Standard Grading scale You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)