Unit Outline

ORGM6000 Comparative Management

Semester 2, 2016

Unit study package code: ORGM6000
Mode of study: Internal
Tuition pattern summary: Note: For any specific variations to this tuition pattern and for precise information refer to the Learning Activities section.
Lecture: 1 x 1 Hours Weekly
Tutorial: 1 x 2 Hours Weekly
This unit does not have a fieldwork component.

Credit Value: 25.0
Pre-requisite units: Nil
Co-requisite units: Nil
Anti-requisite units: Nil
Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.

Unit coordinator:

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Teaching Staff:

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Location: Building: 408 - Room: 3002

Learning Management System: Blackboard (lms.curtin.edu.au)

Acknowledgement of Country
We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.
Syllabus

The aftermath of the global financial crisis with its origins in the USA, the continuing elevation of some Asian nations to global powerhouse status, economic integration and the transformation of formerly socialistic societies in Europe, and current tensions between the Islamic world and the West, have made it an imperative to explore alternative business management approaches. The unit examines the nature of capitalism, its variations across place and time, and alternative approaches to management in nations such as the United States of America, Germany, China, Japan, India, Indonesia and Saudi Arabia.

Introduction

Welcome to Comparative Management ORGM6000. The broad aim of this course is to examine and understand some of the major business and management systems around the world, considering, for comparative purposes, variations in those systems in terms of ideologies, culture and religion. The particular objectives of the course are to:

1. Provide knowledge about the nature and origins of capitalism.
2. Introduce some major alternative comparative management frameworks.
3. Describe the belief and cultural bases of business and management systems in the West, Asia etc...
4. Compare business and management systems in the West, Asia etc... taking a look at the ideologies, culture, belief systems, and religion in those areas.
5. Provide students with the opportunity to develop various ‘professional’ skills, as described in the table below headed ‘professional skills outcomes’.

Unit Learning Outcomes

All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Discuss the nature and origins of capitalism, describing some of the major varieties of capitalist systems around the world</td>
<td>☑️ ☑️ ☑️</td>
</tr>
<tr>
<td>2 Identify major alternative comparative management frameworks, and analyse the similarities and differences of distinct capitalist management systems around the world</td>
<td>☑️ ☑️ ☑️</td>
</tr>
<tr>
<td>3 Report on broad linkages between societies, cultural and ethical systems, and contemporary business management systems</td>
<td>☑️ ☑️ ☑️</td>
</tr>
<tr>
<td>4 Critique business and management systems of the USA, Germany, China, India, Japan, Saudi Arabia and Indonesia</td>
<td>☑️ ☑️ ☑️</td>
</tr>
<tr>
<td>5 Analyse the similarities and differences of distinct capitalist management systems around the world</td>
<td>☑️ ☑️ ☑️</td>
</tr>
<tr>
<td>6 Apply enhanced professional skills in presentation and academic writing: related graduate attributes communication skills</td>
<td>☑️ ☑️ ☑️</td>
</tr>
</tbody>
</table>
Learning Activities

In this unit you will be engaging in discussion and debates about capitalism, different management styles, cultures, religions and ideologies; and their impact on management systems in selected areas of the world; these will be during weekly lectures followed by the workshops. This face-to-face weekly engagement will be hosted by the Unit Coordinator. These weekly engagements will also be the forum where you, students, as individuals, and in your groups, convey your understanding of the topics and your presentations generating an overall understanding and comprehension of the unit contents. **You will be the major players** in your learning in this unit (facilitating peer-reviewed journal articles discussions, evaluating your peers’ presentations etc...). You will be provided with resources and you will do in-class learning activities that will help you explore ideas and develop your academic and practical skills.

Learning Resources

**Other resources**


Some Useful internet sites:

• http://www.bbc.co.uk
• http://www.cia.gov

A Blackboard website assists and supports your learning in this unit, http://lms.curtin.edu.au. You should
familiarise yourself with this website, and the resources it contains. Announcements of relevant information to all students in the unit (Bentley and offshore campuses) will be posted to the ‘Announcements’ page, so you should regularly review this webpage to make sure you are not missing any of the important information posted.

Assessment

Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation and Report</td>
<td>35 percent</td>
<td><strong>Week:</strong> Throughout the semester&lt;br&gt;<strong>Day:</strong> Lecture/Tutorial&lt;br&gt;<strong>Time:</strong> Lecture/Tutorial Time</td>
<td>2,3,5,6</td>
</tr>
<tr>
<td>Portfolio</td>
<td>30 percent</td>
<td><strong>Week:</strong> Teaching Week 12&lt;br&gt;<strong>Day:</strong> Formative-Teaching Week (TW)&lt;br&gt;<strong>Time:</strong> 16:00 hrs (Western Australian Time)</td>
<td>2,5,6</td>
</tr>
<tr>
<td>Written Assignment</td>
<td>35 percent</td>
<td><strong>Week:</strong> First Exam Week&lt;br&gt;<strong>Day:</strong> Day of the Lecture/Tutorial&lt;br&gt;<strong>Time:</strong> 16:00 hrs (Western Australian Time)</td>
<td>1,3,4,6</td>
</tr>
</tbody>
</table>

Detailed information on assessment tasks

1. **Group assessment (35%)**

Due: Throughout the semester and depending on the final number of students in the class, when the numbers are low the start date of these group presentations will be determined during the first three weeks - Groups preferable to be agreed upon during the first face-to-face engagement.

This assessment is of three parts:

(1) **Face to face presentation** - where the students will work in groups but will be marked individually depending on their performance. You are encouraged in this presentation to include a digital portion of your production and direction about the topic under discussion in your group presentation. This digital portion should be original, and adds value to your presentation.

(2) **Group Written Report which includes an individual reflection by group members** - thus the marking will also take into account the individual effort. This report to be submitted one week after the group’s face-to-face presentation

(3) **Peer-review** - each member of the group needs to submit this review on their group member and submit in a confidential manner to the Unit Coordinator without discussing the contents with the other group members.

Students are to form groups for the purpose of delivering a formal presentation and report. Group sizes will be subject to the total number of students in the class, but there should be a maximum of TWO students in each group. The presentation should be of a corporate standard. There must be an equitable contribution of effort from
each group member towards the final presentation. ONE of the following topics will be assigned to you to be presented between teaching weeks 5-11 (depending on the final number of students enrolled in the unit). The presentation needs to be of maximum 30 minutes with 15 minutes questions and answers from the audience and marking that will be part of the task of this audience.

It is of vital importance that there must be an equitable contribution of effort from each group member towards the final presentation. A group presentation schedule and the assessment criteria for the presentation will be communicated to the class early in the semester, when the Unit Coordinator receives the groups’ names and details from the local instructors. Thus, it is important that the formation of groups be done starting first week of teaching.

The topics that you need to choose one research topic from the following list:

1. **Capitalism and Globalisation – similarities and differences** – Provide an example from the American and Australian Corporate World providing a brief background of the company of your choice and how this company benefited from Capitalistic Society and the reality of Globalisation

2. **Capitalism and Socialism – which is stronger and most apparent now – and what is the reason.** Provide an example from the Australian Corporate World providing a brief background of the company of your choice and how this company benefited from Capitalistic Society and what would have been the situation if this same company was established in a socialist society.

3. **Capitalism and Communism – which is stronger and most apparent now – and what is the reason.** Provide an example from the Australian and Chinese Corporate World providing a brief background of the company of your choice and how this company benefited from Capitalistic Society and what would have been the situation if this same company was established in a communist society.

4. **Provide a background on the Japanese Management System and Shintism.** Then, discuss, and following a brief history of the company, how did Mitsubishi failed the Japanese Management System

5. **Provide a background on the German Management System and Protestant way of doing business.** Then, discuss, and following a brief history of the company, how did VolksWagen failed the German Management System

6. **Provide a background on the Saudi Management System and Islamic way of doing business.** Then, discuss, and following a brief history of the company, what is the status of ARAMCO now, and what in your opinion the future holds

7. **Provide a background on the Indian Management System highlighting the different belief systems that affected this system – provide an example from the Indian Corporate World providing a brief background of the company of your choice and how this company benefited from the diverse nature of belief systems and management systems in India

8. **Provide a background on the Indonesian Management System and Islamic way of doing business.** Choose an Indonesian Company to discuss how this company has managed to survive in Indonesia, and how this company benefited from the belief systems in Indonesia.

Those topics will also become available on the Blackboard together with the marking criteria.

Please note that you are NOT ALLOWED to simply read out any part of the presentation from palm-notes/slides or other reference material as you are being assessed on your presentation skills and not your reading abilities. You should first introduce the topic and then make an in-depth and well researched presentation. In addition, you are to distribute a one page (double sided) handout of the solutions to each individual in the class. Classroom discussion is deeply encouraged after the presentation to facilitate understanding of the issues discussed. You could either use powerpoint or overhead projector facility to illustrate your solutions (depending on availability in the classroom). In the powerpoint – you need to include the NOTES section with full in-text citation and reference list. This will assist you to present the report later.

**FEEDBACK ON THE PRESENTATIONS:** It is a requirement that ALL students attend all presentations (and not just their own). If you are unable to attend a presentation, please email your unit coordinator/lecturer/local instructor and explain the reasons for not being able to attend. Students who are attending the presentations (as part of the audience) will participate in the marking and feedback process. On the day, you will be provided with the marking criteria for you to provide marks and any comments. These will be taken in account by the Unit Coordinator/Lecturer/Local instructor when finalising the feedback and your group’s mark. You will
be provided with FEEDBACK (based on the marking criteria that can be accessed through the blackboard) from your Unit Coordinator/Lecturer (Bentley) and your Local Instructors (Offshore campuses) through the blackboard under ‘My Grades’. Please note that this feedback will only be provided following the marking of the report that is part of this assessment. Details of this report are on the Blackboard. More specific details (e.g. the report’s length and other issues in relation to the assessment in its two parts, including the rubrics) will become available on the Blackboard.

2. **Individual Assessment (Formative and Summative) (30%)**

Starting week 3 and up to week 11 you are required to read the weekly nominated readings from the Blackboard and write a 300 word summary (MAXIMUM word count) on how these readings underscore the importance of various weekly concepts. Your summary needs to demonstrate your critical understanding of the set weekly readings and activities. Rather than simply present a brief summary of each article, use all the readings (back and forth or concurrently) to write your 300 word weekly summary. You are required to compile and submit the weekly solutions as a single portfolio document online by the due date and time. The portfolio component is critical as it will help you to learn, critically think of, reflection and understand each weekly topic. You are expected to do additional research outside of the readings prescribed (You are a postgraduate student and need to submit work that is worthy). You are expected to cite the readings and text as and when you use them and present a reference list at the end of the Portfolio in line with the Chicago 16 referencing style guide. The in-text citation and reference list are not included in your word count. In addition, please remember that though you will be writing the reflective and critical account, yet, the specific responses to the questions – should form an appendix to the submission in an organised and typed manner.

You have the chance to submit a formative portion of this in teaching week 5 – so, the Unit Coordinator/Lecturer/Local Instructor can provide you with input. ONLINE SUBMISSION: The portfolio must be submitted to Turnitin by the due date/time. There is NO need to submit a HARD COPY of your assessment unless specified by your lecturer. Your tutor &/or local lecturer will have access to your assessment in soft copy through the system. FEEDBACK on the SUMMATIVE submission will be available through the blackboard under ‘My Grades’ in line with the detailed marking guide available on the Blackboard. More specific details on the Portfolio including the rubrics will become available on the Blackboard.

Full details will become available on the Blackboard - however, this task needs you to be aware of what is going on in the class and your weekly preparations would be a key for success in this portion. What is important you will be doing the work which will form the appendix to the portfolio while your summative portfolio would be a reflection on the work done and your understanding.

3. **Individual Assessment (Brochure and a digital 30 minute documentary) (35%)**

In this assessment you are required, and individually, to play the role of a Consultant who needs, and deriving from the material provided in this unit, including your groups’ presentations, the material that you researched, use all this information and further research to compose a ‘SURVIVAL GUIDE’ in the form of a brochure, accompanied by a 30 minute documentary explaining the brochure, for expatriates who are going to work in one of the following countries:

- (1) Saudi Arabia
- (2) Indonesia
- (3) Germany
- (4) USA
- (5) India
- (6) Japan
- (7) China
- (8) UK
- (9) France
- (10) United Arab Emirates

Each student needs to choose one country - first in first served. In case the number of students is more...
than 10 - more countries will be introduced.

This research guide needs to be very truthful, includes the good, the bad, and the ugly of the country under discussion, so the expatriate would be prepared, and even make a decision to go or not to go.

In addition to the brochure, you need to submit a link where a documentary of 30 minutes is recorded highlighting the points in the brochure. Word count would be 3000 +/- 10% words for the brochure including references.

The brochure must include a brief background of the country's history/belief system/religion and its impact on the way expatriate are dealt with. You need to conclude with a Recommendation and Reference List.

Further details will become available on the Blackboard.

You will be assessed on your ability to recognise, analyse and discuss the key issues; and on your ability to appropriately use reference material to support your arguments. The quality of the sources of information you use, as well as your referencing skills, will be assessed. Written assignments must use the Chicago Referencing System (16th edn) and papers that are unsatisfactorily referenced will be returned unmarked. You are expected to use at least twelve (20) different academic sources to support your arguments and discussion. The use of WIKIPEDIA online encyclopaedia is not allowed. This is not an essay. It is your responsibility to understand the format of a brochure and documentary. There are numerous business communication books that will show you the format/layout if you are unsure of what is required.

**ONLINE SUBMISSION:** The brochure with the documentary URL must be submitted to Turnitin by the due date/time. There is NO need to submit a HARD COPY of your assessment. Your Unit Coordinator/Local Instructor will have access to your assessment in soft copy through the system. Detailed marking guide &/or rubric available on the blackboard. Nonetheless, as this is in lieu of exam, the mark will not be available before the Board of Examiners.

**Pass requirements**

*Students must obtain an overall mark of 50/100 (50%) and FULLY attempt ALL assessments to pass this unit.*

**Fair assessment through moderation**

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from [policies.curtin.edu.au/policies/teachingandlearning.cfm](policies.curtin.edu.au/policies/teachingandlearning.cfm).

**Late assessment policy**

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.
Assessment extension

A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

Please note that you are expected to manage your time well, and we tend to discourage extensions of assessments. However, in case of unforeseen circumstances, extensions will be accommodated provided those comply fully with the Curtin University Policy on extensions, and are submitted in the proper format (on the application), to the Unit Coordinator, prior to the due date, supported by all the necessary documentations and for the offshore students, these need to be accompanied by a recommendation from the Local Instructor/& or the administration of the offshore campus.

Deferred assessments

If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

Supplementary assessments

Supplementary assessments are not available in this unit.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies

A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required from your treating Health Professional to confirm your health circumstances.

If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each semester.

Referencing style

The referencing style for this unit is Chicago.

More information can be found on this style from the Library web site: http://libguides.library.curtin.edu.au/referencing.

Copyright

© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.
Academic Integrity (including plagiarism and cheating)

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.

Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support: oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre: life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel
Additional information

Your assessments are to be submitted ONLINE through the turnitin embedded in the Blackboard. Assessments submitted through e-mail or hard copies ARE UNACCEPTABLE; penalties will apply until the student submits the work ONLINE through turnitin/Blackboard. These assessments should be in the MS Word format for the three assessments and power point format (for part of the third assessment). Other formats will NOT be accepted.

The assessment cover sheet for each of the assessments should clearly indicate the student ID and name. If the student ID and student name (as per the University records) are missing, the assessment will not be marked. You should save the file in the following format MGMT6011_Assessment#_FamilyName_FirstName. You should use 12 point font for the text (14 point font for headings, if you wish), Times New Roman (preferred). Please use a line spacing of 1.5.

Your assessment should be carefully edited i.e. syntactically and grammatically correct and well punctuated, prior to submission. As a postgraduate university student, a high standard of written English is expected. Your assessment should also be clear, concise, neatly presented, and easy to follow and read. The use of graphs, tables and images will enhance the quality of your assessment if those are of good quality and your own development. Please adhere strictly to these requirements as a failure to comply could result in a significant loss of marks.

Your assessment should be an ORIGINAL PIECE OF WORK written by you, and should not have been submitted previously for any assessment purposes or any program of study at this, or any other, tertiary institution. So, you are required to include the following DECLARATION on your covering sheet confirming your understanding of the contents of the misconduct policy at Curtin University:

Quote

DECLARATION BY STUDENTS:
I declare the assessment ________________________ is my own work and has not previously been submitted for assessment. This work complies with Curtin University rules concerning plagiarism and copyright. I have referred to www.policies.curtin.edu.au/documents/unit_outlines_plagiarism_state.doc for plagiarism and copyright information. I have retained a copy of this assignment for my own records.

Student Name
Student ID
Student Signature

Unquote

Assistance with assignment writing may be available online at the CBS Skills and Communication Centre or Curtin Library Study Skills Centre (http://library.curtin.edu.au/study/index.html).

If you are in doubt of any of these requirements, please contact your local instructor at the offshore campuses (for Bentley – you can contact your Unit Coordinator) well in advance of the due date as due dates are strictly adhered to.

Extensions are discouraged, and can only be granted by the Unit Coordinator’s in line with what is permitted through the Curtin Policy on late assessments. The student seeking extension needs to fill in an application attaching the documentations stipulated in the policy. For offshore students, this application needs to be accompanied by a recommendation from the local instructor and sent by the local instructor to the Unit Coordinator. Application form is available on Blackboard (This section is be read in conjunction with the specific note under extension in this unit outline)

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.
Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University’s Guiding Ethical Principles
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s “Student Rights and Responsibilities” website at: students.curtin.edu.au/rights.

Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesi@curtin.edu.au or go to http://eesi.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin’s Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin’s online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:

- Some additional sources were added
- The requirement for the final exam was removed from the assessments.
- Changes were affected to the submission process of presentations, reports and portfolio.
## Program Calendar – Semester 2 2016

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture/Seminar</th>
<th>Pre-readings</th>
<th>Tutorial/Other</th>
<th>Assessment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>25 July</td>
<td>Orientation Week</td>
<td>Be ready to participate</td>
<td>Group formation and topics selection</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>1 August</td>
<td><strong>MODULE 1</strong> Background / Unit Introduction</td>
<td>Please read the Unit Outline and have your questions ready.</td>
<td>Be ready to participate</td>
<td>Group formation and topics selection</td>
</tr>
<tr>
<td>2.</td>
<td>8 August</td>
<td><strong>MODULE 2</strong> Understanding Capitalism</td>
<td>Bowles (2007) C1, C2, C3, D’Aveni (2012)</td>
<td>Be ready to participate</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>15 August</td>
<td><strong>MODULE 3</strong> Varieties of Capitalism</td>
<td>Bowles (2007) C4, C5, C6, D’Aveni (2012) and others</td>
<td>Be ready to participate</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>22 August</td>
<td><strong>MODULE 4</strong> Comparative Management</td>
<td>Chen (2004) C1 and D’Aveni (2012) Lecture Notes &amp;</td>
<td>Be ready to participate</td>
<td></td>
</tr>
<tr>
<td>Frameworks</td>
<td>Associated References</td>
<td>5. 29 August</td>
<td>Tuition Free Week</td>
<td></td>
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<td>----------------------------------------------------------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Also, some idea about Australian Management System</td>
<td>Hickson &amp; Pugh (2001) C3 / Lecture Notes &amp; Associated References</td>
<td>6. 5 September</td>
<td>MODULE 5 Origins of Western Management Culture; Management in the Anglo Sphere</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hickson &amp; Pugh (2001) C5/C6 also – lecture notes and associated references</td>
<td>Be ready to participate</td>
<td>6. 5 September</td>
<td>Submission of Formative Portfolio</td>
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<tr>
<td>Hickson &amp; Pugh (2001) C5/C6 also – lecture notes and associated references</td>
<td>Be ready to participate</td>
<td>7. 12 September</td>
<td>MODULE 6 Management European Style</td>
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<tr>
<td>Hickson &amp; Pugh (2001) C5/C6 also – lecture notes and associated references</td>
<td>Arrange for Face to face meetings for the Formative portfolio – with your Unit Coordinator</td>
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<tr>
<td>Chatterjee &amp; Nankervis (2007) C1, C2 also – lecture notes and associated references</td>
<td>Be ready to participate</td>
<td>8. 19 September</td>
<td>MODULE 7 Cultural Bases of Asian Management</td>
<td></td>
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<tr>
<td>Chatterjee &amp; Nankervis (2007) C3, C4 also – lecture notes and associated references</td>
<td></td>
<td>9. 26 September</td>
<td>Tuition Free Week</td>
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<tr>
<td>Chatterjee &amp; Nankervis (2007) C5 and C7 also – lecture notes and associated references</td>
<td></td>
<td>10. 3 October</td>
<td>MODULE 8 Management in China and India</td>
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<td></td>
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<tr>
<td>Chatterjee &amp; Nankervis (2007) C5 and C7 also – lecture notes and associated references</td>
<td></td>
<td>11. 10 October</td>
<td>MODULE 9 Japanese Management System</td>
<td></td>
<td></td>
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<tr>
<td>Hickson &amp; Pugh (2001) C7 / Lecture Notes &amp; associated references</td>
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</table>
### MODULE 12

**Comparing Management Styles Around the World**

- Including the most recent phenomenon
- Overview and Summary/Revision
- and Examination Discussions.
- Debate might be a method to review the work done throughout the semester *(This might be done in the form of a debate or forum - will be decided upon later)*

**Summative Portfolio due**

<table>
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<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>31 October</td>
<td><strong>MODULE 12</strong> Comparing Management Styles Around the World including the most recent phenomenon Overview and Summary/Revision and Examination Discussions. Debate might be a method to review the work done throughout the semester <em>(This might be done in the form of a debate or forum - will be decided upon later)</em></td>
</tr>
<tr>
<td>7 November</td>
<td>Study Week</td>
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<tr>
<td>14 November</td>
<td>Examinations 3rd Individual Assessment Due - as it is substituting an exam</td>
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<td>21 November</td>
<td>Examinations</td>
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