

# 7928IBA

## Cross-Cultural Management

### Semester 2 - 2008

Academic Organisation:	Dept of International Business and Asian Studies
Faculty:	Griffith Business School
Credit point value:	10
Student Contribution Band:	Band 3A
Course level:	Postgraduate
Campus/Location/Learning Mode:	Gold Coast / On Campus / In Person
Convenor/s:	Dr Marta Sinclair (Gold Coast)
Enrolment Restrictions:	Restricted: Course must be listed in Program
This document was last updated:	28 May 2008

#### **BRIEF COURSE DESCRIPTION**

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This course focuses on the techniques of managing in different cultures, in particular on the 'people problems' that invariably arise in international business relationships. It examines sources of management conflict due to cultural differences in attitudes, values and behaviours. The course aims to develop intercultural awareness and effectiveness in global business context, and the successful implementation of strategy, structure and systems in cross-cultural and multicultural management. It also examines corporate and personal ethical behaviour in a global economy. There is a strong emphasis on teamwork in factual case study analysis.

This course is normally offered at NA, Sem 1 Night and GC Sem 2 Day.

Incompatible: 7028GSM Cross-Cultural Management

## **SECTION A – TEACHING, LEARNING AND ASSESSMENT**

### **COURSE AIMS**

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This course strongly focuses on analysis of cross-cultural management case studies. It introduces major issues encountered in cross-cultural interactions, reviews the relevant literature and applies the acquired knowledge to specific business situations. In the absence of opportunity to encounter such situations first-hand, case studies – drawn from factual events – give students the opportunity to apply theory to practice by providing solutions to the problems and conflicts posed in these cases. The course also provides practical experience in working in self-managed teams, reporting, analysing and presenting ideas in a formal and informal manner. The applied learning within this course will provide a basis for further development of skills in “cross-cultural fluency”. To achieve the best possible learning outcomes, students are encouraged to “step outside” their own zone of cultural comfort when selecting a case study for group project. Through the group project assignment, students will be given the opportunity to concentrate on cultures of particular interest to them.

### **LEARNING OUTCOMES**

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On a successful completion of this course, students will be able to:

1. Understand the body of knowledge related to the effects of culture in international business.
2. Review literature which is fundamental to achieving an understanding of the cultural problems which arise in international business.
3. Identify and consider adopting attitudes to cultural matters which are necessary to work effectively in international business.
4. Explore the relationship between the theory and practice of various cultures as they pertain to business in general and international business in particular.
5. Work effectively with a diverse range of people in an environment which continues to present new challenges.
6. Work individually and adapt to working collectively in groups.
7. Demonstrate cross-cultural fluency, problem solving skills and functional skills in business report writing.

### **CONTENT, ORGANISATION AND TEACHING STRATEGIES**

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The course examines concepts of culture and its multifaceted effects on managerial behaviour in international business and how culture influences management practices and decisions. It examines situations and issues that managers have to meet and resolve when working internationally, and facilitates understanding of the impact on personal behaviour through living and working in another culture. The course will provide an introduction to methods managers use to acquire cross-cultural expertise, sometimes referred to as “cross-cultural fluency”.

With the exception of initial lectures introducing the analytical framework, formal lectures will be brief and will concentrate on specific aspects of cultural conflict which affect international business in such areas as negotiations, formation of joint ventures, marketing and sales, human resources management, social responsibility and ethics. This course has a strong focus on in-class group work within the weekly sessions

where students work in small groups to find solutions to cross-cultural management problems inherent in factual case studies.

The course will introduce students to a system of structured problem analysis for cross-cultural management. It will focus on conflict avoidance and conflict resolution using an analytical tool known as the MBI (Map, Bridge and Integrate) Framework. Students will be introduced to several models of cultural analysis, including Hall and Hall's ideas on international cultural communication, Kluckhohn and Strodtbeck's "Value Orientations to Nature", Hofstede's "Dimensions of Culture" as well as Trompenaars' version of cultural dimensions. Each of these systems may be integrated into the MBI Framework, although in consideration of time and simplicity, Hofstede's Dimensions of Culture will be used as the primary analytical tool.

A common thread linking each assignment is the analysis of cross-cultural management problems by means of the MBI Framework and the appropriate cultural dimensions. Success in this course is dependent on developing cross-cultural understanding and skills to handle cross-cultural situations. The application of learned knowledge will be practised in weekly group discussions and case study analyses, which are designed to develop gradually a foundation for cross-cultural fluency. Accordingly, regular attendance is required.

Strong evidence points to the importance of 'being involved' to achieve the desired objectives in this course. Accordingly, **students will only gain value from this course if they participate. Therefore, reading of lecture materials, including the assigned case studies, prior to attending classes is compulsory.**

## **CONTENT SUMMARY**

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Each lecture will be devoted to a specific topic on cross-cultural management in international business and/or multicultural settings. Several lectures will include a video excerpt to demonstrate a cross-cultural issue and serve as a basis for class discussion. The progressive list of screened videos will be posted on the Course Website. The lectures will follow the structure of the textbook:

- Part 1. Intercultural Effectiveness in Global Management
- Part 2. Implementing Strategy, Structure, and Systems
- Part 3. Competing with Integrity in Global Business

The course will introduce students to a formalised method of analysing cross-cultural business management conflicts with the MBI Framework (Map, Bridge and Integrate), outlined in the textbook, in association with Hofstede's dimensions of culture. Consideration will be given to alternative cultural models. The purpose of this form of analysis is to avoid/resolve matters of conflict in international business and/or multicultural business settings.

## LECTURE SCHEDULE

### Key to Lecture Schedule Abbreviations:

1. LDM = Course textbook, Henry W. Lane, Joseph J. DiStefano and Martha L. Maznevski. 2006. *International Management Behavior* (Fifth Edition). Malden, MA: Blackwell Publishing.
2. CCM = Cross-Cultural Management Case Studies Dossier (distributed in lecture).

<b>Week</b>	<b>Lecture Content/Assessment Items</b>	<b>Readings</b>
1. 29/07	<i>Part 1</i> - Introduction to Cross-Cultural Management Intercultural Effectiveness in Global Management	Course Outline LDM, pp. xiii-xvi, 1-21
2. 05/08	A Conceptual Framework 1: The MBI Framework & Dimensions of Culture	LDM, pp. 23-72 <b>Project groups formed in lecture</b>
3. 12/08	A Conceptual Framework 2: Different Cultural Models	LDM Reading 1, pp. 75-88 LDM Reading 2, pp. 89-94
4. 19/08	A Conceptual Framework 3: Organisational Culture & Communications <b>Case Study:</b> <i>Johannes v. den Bosch Sends an Email (a practice case)</i>	LDM Reading 3, pp. 95-109 <i>LDM Case 3, pp. 128-129</i>
5. 26/08	How to Analyse a Case Study & How to Write a Business Report <b>Case Study:</b> <i>The Road to Hell</i>	<i>See materials on Course Website</i> <i>CCM Case Studies #5</i>
<b>WED 27/08 by 17:00</b>	<b>GROUP CASE STUDY PROPOSAL DUE</b>	<i>Submit via e-mail to m.sinclair@griffith.edu.au</i>
6. 02/09	<i>Part 2</i> - Implementing Strategy, Structure, and Systems 1: International Strategies and Systems <b>Case Study:</b> <i>Monsanto Europe</i>	LDM, pp. 165-172 LDM Reading 4, pp. 197-206 <i>LDM Case 8, pp. 279-293</i>
7. 09/09	Implementing Strategy, Structure, and Systems 2: Joint Ventures and Cross-Cultural Management <b>Case Study:</b> <i>Solartron (B)</i>	LDM, pp. 172-178 LDM, Reading 5, pp. 207-225 <i>CCM Case Studies #2</i>
8. 16/09	Implementing Strategy, Structure, and Systems 3: International HRM <b>Case Study:</b> <i>Five Star Beer</i>	LDM, pp. 178-189 LDM Reading 7, pp. 247-262 <i>LDM Case 10, pp. 308-319</i>
<b>TUE 23/09 at 13:00</b>	<b>GROUP CASE STUDY DUE</b>	<i>Submit in class (at the beginning of class)</i>
9. 23/09	Implementing Strategy, Structure, and Systems 4: Leadership and Cross-Cultural Negotiations <b>Case Study:</b> <i>Footwear International</i>	LDM Reading 8, pp. 264-276 LDM Reading 11, pp. 493-505 <i>LDM Case 5, pp. 142-149</i>
<b>Mid-Semester Break: 29 September – 5 October</b>		
10. 07/10	Implementing Strategy, Structure, and Systems 5: Women in International Business <b>Case Study:</b> <i>Ellen Moore in South Korea</i>	LDM Reading 6, pp. 226-243 <i>LDM Case Study 12, pp. 331-346</i>

Week	Lecture Content/Assessment Items	Readings
11. 14/10	Multicultural Issues in Global Companies <b>Case Study:</b> <i>The Leo Burnett Company</i> <b>Take Home Exam distributed in lecture</b>	<i>See Lecture Notes</i> <i>LDM Case 13, pp. 347-363</i>
12. 21/10	<i>Part 3 – Corporate Social Behaviour in a Global Economy 1: Social Responsibility</i> <b>Case Study:</b> <i>Colgate's Distasteful Toothpaste</i>	LDM, pp. 426-459 LDM Reading 9, pp. 464-480 <i>CCM Case Studies #7</i>
13. 28/10	Corporate Social Behaviour in a Global Economy 2: Ethics and Corruption <b>Questions about Take-Home Exam</b>	LDM Reading 10, pp. 484-492 LDM Reading 12, pp. 506-518
<b>FRI 07/11 by 13:00</b>	<b>TAKE HOME EXAM DUE</b>	<i>Submit in OCAHS (Library Check-Out Desk)</i>

## ASSESSMENT

Item	Assessments	Length	Weighting	Total Marks	Relevant Learning Outcomes	Due Day and Time
1.	In-class Case Analysis	2 pages per case	20%	20	3, 4 & 5	During lectures in Weeks 5-12
2a.	Group Case Study Proposal	1-2 pages	(10% late penalty)	prereq for Group Case Study	3, 5 & 7	Week 5: <b>WED 27/08 by 17:00</b> (via e-mail)
2b.	Group Case Study	3000 words	40%	40	1-7	Week 9: <b>TUE 23/09 at 13:00</b> (in class)
3.	Take-Home Exam	3000 words	40%	40	1, 2, 3, 4 & 7	Week 14: <b>FRI 07/11 by 13:00</b> (in OCAHS/library)

### Summary of Assessment

This course places a strong emphasis on managing and/or preventing conflict in cross-cultural business situations. It also provides approaches to conflict resolution. Each of these assessments has been designed to enhance your self-awareness in analysing, avoiding and/or resolving cross-cultural management conflicts. The course provides instruction in using an analytical tool for conflict avoidance or resolution known as the "MBI Framework" (Map/Bridge/Integrate), which will be used in conjunction with Geert Hofstede's Dimensions of Culture. These analytical tools will be applied in all assessments in this course. Students are encouraged to supplement their analysis with appropriate dimensions from other cultural models.

Referencing is a functional skill which transcends academic use. Business reports require provision of all information sources. It is the format for both major assignments in this course: group case study and take-

home exam. Accordingly, both assignments must contain in-text references and a reference list (no bibliography). No referencing is required for hand-written in-class case analysis. The Harvard system of referencing is obligatory for this course. The minimum requirement for in-text referencing is “author(s) name(s), publication date”. For example: (Lane et al., 2006). Direct quotations must include also the page number(s). For example: (Hodgetts and Luthans, 2006, 106). A summary of the Harvard system version to be used in this course is available on the Course Website.

### Assessment Details

#### (i) In-class Case Analysis - 20%

All students are required to read the assigned case for the week prior to each lecture so that they can actively participate in in-class case analysis. In order to maximise learning outcomes and the quality of group work in class, each student will be evaluated based on (1) active and competent involvement in group case discussions and (2) group material prepared during the case discussion. Case study in Week 4 will be used as a practice sample. In-class case analysis will be assessed individually in Weeks 5–12 (eight cases in total), with each case analysis accruing the maximum of 2.5 marks. **The analysis will be conducted using the MBI model and cultural dimensions discussed in lectures.** At the end of group analysis of the case, each group will submit maximum 2 pages of hand-written analysis (indicating student numbers, names of all group members, and case on top of the sheet), created during their discussion. The analysis will contain a list of identified critical issues in the case (one paragraph) and **a justified solution to an issue specified in class (the reasoning must be supported by MBI and cultural analysis)**. If absent during case discussions, the student will be awarded 0 for that particular case.

Marks for each case analysis will be awarded as follows:

Active and competent involvement in group discussion of the case (individual)	1%
Quality of material prepared by group during discussions (group)	1.5%
<b>TOTAL</b>	<b>2.5%</b>

#### (ii) Written Group Case Study Analysis - 40%

The format for this assessment is a business report of 3000 words, plus an executive summary of no more than 300 words (reference list and appendices are excluded from word count). The written presentation attracts 40% of the total course marks which will be shared by group members. The aim of this assignment is to work, through group co-operation, towards solving culturally-based management impediments in a variety of business transactions. The solution may often take the form of tough, unpopular business decisions. The chosen format, a business report, is to develop functional skills in business writing, as well as the organisation of written analysis. Guidelines and the marking sheet will be posted on the Course Website.

Group Membership and Project Proposal: Each group will have 3-4 members, preferably from different cultural backgrounds. Students are to present a culture-based analysis of a case study of their own choosing and present a workable business solution for the major management issues/conflicts identified in the case study. The case study may be taken from the course textbook or the course case studies dossier. When selecting the case study, groups are required to submit their proposal to the lecturer for approval. Students are counselled NOT to choose a case study from their home business culture. The chosen case study cannot be one which is scheduled for in-class analysis or the sample case posted on Course Website. Each group has to select a different case, which must involve existing (not fictitious) countries. The proposal will list the group members, identify the case, outline the task division and timeline and briefly explain the identified management issues that will be analysed (maximum 2 pages). A proposal sample will be posted on the Course Website. A more detailed justification is needed for cases drawn from other sources than the provided material. It is to be submitted to the lecturer via e-mail by **Wednesday Week 5**

**(27/8).** Students may be requested to provide additional information or clarification prior to approval. No mark is awarded for the proposal but 10% penalty applies for a late submission. **No proposals or their revisions will be accepted after Friday Week 6 (5/9).** Business reports without an approved proposal will not be assessed. The proposal is binding and students are not allowed to make changes after its approval.

Marks for this assignment will be awarded as follows:

Executive summary of case study	5%
Introduction (purpose, scope, background, report outline)	5%
Case study analysis using the MBI model and cultural dimensions	15%
Workable business solution(s) justified by analysis	10%
Report presentation (formatting, grammar, spelling, referencing)	5%
<b>TOTAL</b>	<b>40%</b>

This assessment must contain use of the MBI Framework and Hofstede's Cultural Dimensions. Appropriate dimensions from other cultural models can be used to supplement the analysis. Students are reminded that in quoting from the case study, and any other source, Harvard style referencing is compulsory (see Referencing Guide on the Course Website).

**Deadline for grievances about under-performing group members is at the end of the lecture on Tuesday in Week 8 (16/9).** To present grievances, group members need to demonstrate to the lecturer that the under-performing member has not performed the tasks or adhered to due dates agreed upon in the proposal and that the group attempted to resolve the conflict among themselves.

**(iii) Final Take-Home Examination - 40%**

This examination will be an all-embracing assessment of the knowledge and skills students have gained during the course. It will take the form of a take-home examination, which will be provided to students in Week 11 lecture. It is highly recommended that students take into consideration feedback for their group report while working on the take-home exam.

Students are to present a culture-based analysis of an assigned case study and present a workable business solution to resolve major management issues identified in the case study. The format for this assessment is a business report of not more than 3000 words, plus an executive summary (maximum 300 words), reference list and appendices. This assessment must contain use of the MBI Framework and Hofstede's Cultural Dimensions. Appropriate dimensions from other cultural models can be used to supplement the analysis. In quoting from the case study, Harvard style referencing is compulsory. The take-home examination will follow the same guidelines as the group case study and it will be marked using the same marking criteria (see Course Website).

Marks for this assignment will be awarded as follows:

Executive summary of case study	5%
Introduction (purpose, scope, background, report outline)	5%
Case study analysis using the MBI model and cultural dimensions	15%
Workable business solution(s) justified by analysis	10%
Report presentation (formatting, grammar, spelling, referencing)	5%
<b>TOTAL</b>	<b>40%</b>

### Submitting Assessment Items

Assessment 1 and 2 will be handled or submitted in class. Assessment 3 is to be lodged with the Campus Off-Campus and Assignment Handling Service (OCAHS) at the library check-out desk.

An OCAHS cover sheet signed by the each student must accompany all assignments. In the case of group assignments, all participating students are to sign the cover sheet. Students should obtain and keep the submission receipt from OCAHS as evidence of submission, should the assessment become lost. A copy of assessment items must be kept by students, and held in a safe and accessible storage until the final results for the Course have been published. It is recommended that this be both in paper format and computer file.

### Return of Assessment Items

*The assessments in Cross-Cultural Management have been programmed so that all assessments, with the exception of the take-home examination (due in Week 14) will be completed and marked by the end of teaching. The group report containing constructive critical comments and the mark will be returned within 2-3 weeks. Case analysis feedback will be provided in class and students can come to view their written analysis during consultations. Final examination will be retained by the lecturer for six months; students can make an appointment to view the examination and receive feedback in personal consultation. All marks will be posted on the Course Website.*

## **GRADUATE SKILLS**

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

## TEACHING TEAM

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### Course Convenor and Lecturer

Convenor Details	Gold Coast
Campus Convenor	Dr Marta Sinclair
Email	<a href="mailto:m.sinclair@griffith.edu.au">m.sinclair@griffith.edu.au</a>
Gold Coast Office	G27_3.33 (Business 2 Building)
Nathan Office	N16_0.20 (Macrossan Building)
Phone	555 29243 (Gold Coast) and 373 53835 (Nathan) (please do not leave voice mail messages)
Fax	555 29102 (Gold Coast) and 373 55111 (Nathan)
Consultation times	See course website via Learning@Griffith for details and updates

Consultations will be announced in the first lecture. The times will be posted on the Course Website under Teaching Team. Changes will be communicated in lectures and via Course Website announcements.

## COURSE COMMUNICATIONS

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As the convenor teaches on two campuses, flexibility in convenor/student contact is essential. While personal contact with the course convenor is encouraged during normal consultation hours, students can contact the convenor via e-mail ([m.sinclair@griffith.edu.au](mailto:m.sinclair@griffith.edu.au)) on course content inquiries. Replies will be handled expediently. **Please do NOT leave voice messages.**

**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.** Lecture notes will be posted on the Course Website before each lecture.

For security reasons, brought about by the proliferation of worms and viruses from non-university IT providers, we do not accept student e-mails unless they have been generated through the GU student e-mail service. E-mails sent from non-university sources will not be opened. It would be appreciated if you would keep your virus and security systems up-to-date.

## TEXTS AND SUPPORTING MATERIALS

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There is one prescribed textbook for this course and a dossier of cross-cultural management casebook studies. There is also one highly recommended text available from the Campus library.

(1) Henry W. Lane, Joseph J. DiStefano and Martha L. Maznevski. 2006. *International Management Behavior*, 5<sup>th</sup> Edition. Malden, MA: Blackwell Publishing. (Available from the Campus Bookshop.) – Please do not use the 4<sup>th</sup> edition, it is outdated.

(2) Cross-Cultural Management Case Studies Dossier (Referred to in the lecture schedule as “CCM”.) Distributed in lecture.

(3) All lecture notes will be placed on the Course Website via Learning@Griffith resources prior to the lecture.

(4) **Highly Recommended:** Richard M. Hodgetts, Fred Luthans and Jonathan P. Doh. 2006. *International Management: Culture, Strategy and Behavior*, 6<sup>th</sup> Edition. Boston: Mc-Graw-Hill Irwin. There is no need to buy this book. Your campus library holds multiple copies.

(5) The Library has also acquired several videos, which illustrate major issues covered in this course. Excerpts from selected videos will be screened during class sessions. It is highly recommended that students review the screened videos in their entirety and view other library videos on related topics in their own time in the library. The list of screened videos will be posted on the course website and updated throughout the course. The lecturer reserves the right to substitute videos as dictated by the course content and availability.

**It is expected that all specified material, including scheduled case studies, will be read BEFORE the class for which it is scheduled in the Lecture Schedule.**

## SECTION B – ADDITIONAL COURSE INFORMATION

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

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

### 1.0 Assignments

All students are required to keep a copy of their assessment item until it is marked and returned to them. Where this is not possible students should, at the very least, keep rough notes used in the preparation of the assignment. Marked assignments should be kept until the final grade has been awarded. Should a student wish to appeal against a grade awarded, all marked assignments will be required.

Assignments received by fax will not be accepted.

### 2.0 Extension to assignment submission dates

#### 2.1 **Submission of assignments after due dates**

The responsibility for submitting assessment items by the due date rests with the student. Any assignment received after the appropriate due date will be considered "late".

#### 2.2 **Penalty for late submission of assignments**

As due dates are carefully scheduled at the commencement of semester, late assignments will not normally be accepted, except in cases of illness or other exceptional circumstances. In such cases, the assignment must be accompanied by documentary proof of illness, and a written request for the assignment to be accepted without penalty. If an extension has not been granted assignments will be penalized in accordance with University policy (10% of the maximum possible marks for each working day; weekends count as one day).

#### 2.3 **Requests for extensions**

Requests for extension must be submitted in writing, with appropriate documentation, in advance of the specified submission date to the Course Convenor. A copy of the extension request should be attached to the assessment item when it is submitted.

### **3.0 Return of assessment items**

Return of assessment items will either be by the lecturer or tutor, during consultation times or as advised. The collection of assignments is the responsibility of students. Assignments will be held for six (6) months and then destroyed.

### **4.0 Award of Grades**

Students' results in courses 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.

For further details please visit the University's policy on **Assessment** in **Section C** of this course outline.

### **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 penalise a student.

For further details please visit the University's policy on **Academic Misconduct** in **Section C** of this course outline.

## 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;
  1. 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;
  2. duplication of the same or almost identical work for more than one assessment item;
  3. copying ideas, concepts, research data, images, sounds or text;
  4. paraphrasing a paper from a source text, whether in manuscript, printed or electronic form, without appropriate acknowledgement;
  5. cutting or pasting statements from multiple sources or piecing together work of others and representing them as original work;
  6. 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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All University policy documents are accessible to students via the University's Policy Library website at: [www.griffith.edu.au/policylibrary](http://www.griffith.edu.au/policylibrary). Links to key policy documents are included below for easy reference:

[\*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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