# IBUS1102 Cross-Cultural Management

THE UNIVERSITY OF SYDNEY · SEMESTER 2, 2026

Full guide + ask Sia about IBUS1102



## 01 Exam map

2026 S2 OUTLINE

Final 40 | 5 | 5 | Pres. 20 | 5 | 5 | 5 | Ind. 15

| ASSESSMENT | WT. |
|---|---|
| Final Exam | 40% |
| Group assignment 2a: interactive discussions | 5% |
| Group assignment 2b: Questions & critique | 5% |
| Group presentation part 1 | 20% |
| Individual Participation | 5% |
| Early Feedback Task (Quiz 1) | 5% |
| Quiz 2 | 5% |
| Individual assignment | 15% |

"Invigilated on campus, closed book written exam" — IBUS1102 Semester 2 2026 Unit Outline (FETCHED_USYD_2026_S2_OUTLINE_IBUS1102_TEXT.txt).

## 02 Universal case method

ALL CHAPTERS

OBSERVE no motive | CONCEPT fix scale | MECHANISM active verb | TEST change fact

### RETAIN · NARROW · REVERSE

Course reasoning redrawn: separate evidence from inference, then make the boundary change the answer.

**RECITABLE ANSWER SPINE**

```
Observation → concept at case scale →
mechanism → competing explanation →
adaptive action → feedback check →
qualified conclusion
```

| MOVE | COMPLETE RESPONSE |
|---|---|
| Define | object, scale, comparison |
| Trace | starting condition → change → outcome |
| Test | one altered fact; first failed link |
| Conclude | retain, narrow or reverse |

EVIDENCE | MECHANISM | BOUNDARY

### THEN WRITE THE DECISION

Source changed-case figure redrawn: keep evidence, mechanism and boundary separate before deciding.

**EXAM TIP** *A generic "culture matters" sentence is not analysis. Name the observed behaviour, the mechanism and the contextual evidence that could disconfirm it.*

**WORKED STEP**

```
Write the first sentence in which the
mechanism changes the result; test it
with the chapter boundary. State what
survives and whether the claim remains,
narrows or reverses.
```

## 03 Culture ≠ destiny

CH 01

*Culture* fixes the object and scale; ***management practice*** states the relationship or transformation; *context* tests whether it survives. Use to explain how shared meaning can influence organisational behaviour.

CULTURE → MANAGEMENT PRACTICE → CONTEXT

### INFLUENCE ≠ DESTINY

Source figure redrawn: context is a competing explanation and a check, not an afterthought.

| EXPLANATION | ASK FOR EVIDENCE ABOUT |
|---|---|
| Cultural | shared meaning at the stated scale |
| Institutional | rules, duties, authority |
| Occupational | professional norms |
| Organisational | systems, incentives, design |
| Individual | experience, preference, resources |

Boundary: cultural explanation competes with institutional, occupational, organisational and individual explanations in every case. The conclusion must stay at the scale supported by evidence.

## 04 Evidence ledger

CH 01–10

| OBSERVATION | CONCEPT | INFERENCE | ALTERNATIVE |
|---|---|---|---|
| what happened | defined at scale | mechanism claimed | same action, other cause |

Keep the four cells separate before combining them. This exposes scale errors, reversed direction and hidden assumptions. If two accounts fit, state the extra observation that would distinguish them.

**CHANGED-CASE DISCIPLINE**

```
Hold unrelated facts fixed → alter one
relevant condition → find first failed
move → keep supported premises →
propagate only the repair
```




Case check: the same observed action may fit several levels; seek evidence that distinguishes them.

**REMEMBER** *Do not bolt on a limitations sentence. Make the boundary tell you what to inspect, compare or qualify.*

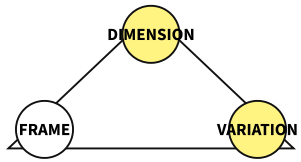
**CH 01 AUDIT**

```
Define culture at the case scale; trace
management practice through supplied
evidence; change one relevant condition;
use context to retain, narrow or reverse
the result. Record the first failed move
and its check.
```

## 05 Dimensions: prompts

CH 02

A *cultural dimension* fixes the comparison; a ***comparative framework*** organises questions; ***within-group variation*** tests travel from aggregate to case. Use a framework to ask about expectations and institutions, then verify actual people and setting.




Source triangle redrawn: valid comparison keeps construct, framework and variation visible together.

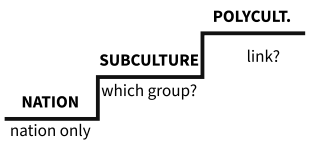
| SAFE MOVE | UNSAFE MOVE |
|---|---|
| "This score suggests a question about…" | "People from X are…" |
| verify instrument, scale, case | treat score as personality test |
| seek variation/counter-evidence | predict one individual |

Country scores are aggregate tendencies from particular instruments. They are not predictions about an individual. Qualify by naming what evidence survives the variation test.

## 06 Beyond nation averages

CH 03

*Oversimplification* is the target; ***subculture*** explains relevant within-nation patterning; ***polyculturalism*** tests overlapping identities, histories and cross-border connections.




Source staircase redrawn: each rise needs evidence; adding labels alone does not repair essentialism.

**DECISION RULE**

```
Identity label → relevance mechanism →
evidence in this situation →
implication. If the "relevance
mechanism" is missing, the answer
still essentialises.
```

Use when a nation-only explanation ignores role, organisation, history or connections. Name which identity becomes relevant and why.

Trap fix: Adding labels does not cure essentialism. Show which identity becomes relevant, why it matters in this situation, and what evidence could disconfirm or narrow the link.

## 07 Communication repair

CH 04

***Communication process*** fixes the episode; ***context cue*** carries meaning beyond words; ***interpretive repair*** tests the inference. Diagnose where meaning changes across encoding, channel, interpretation and feedback.

ENCODE | CHANNEL | INFER | CHECK

### FEEDBACK REPAIRS INFERENCE

Source process redrawn: check what was sent and inferred before attributing intent.

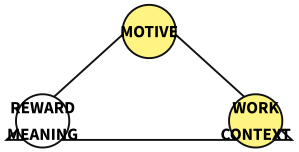
| LOCATE | REPAIR |
|---|---|
| encoding | restate the intended meaning |
| channel | choose a workable private/public or written/oral route |
| interpretation | ask what the other person understood |
| feedback | confirm the shared task and next action |

High- and low-context are comparative tendencies, not licences to stereotype every speaker or ignore power and situation. Repair first; attribute later.

## 08 Motivation travels?

CH 05

***Motivation*** fixes the outcome; ***reward meaning*** explains how a practice is read; ***work context*** tests whether it travels across cultural and organisational settings.




Source triangle redrawn: identical rewards can carry different meanings in different work settings.

| OBSERVED EFFORT MAY REFLECT | DO NOT COLLAPSE INTO |
|---|---|
| resources · fairness · role design · reward meaning | national preference alone |

**EXAM APPLICATION**

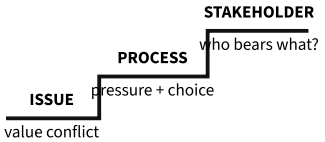
```
Practice → meaning to this group →
conditions enabling effort → observed
outcome → changed-context check
```

**LIMIT** *A reward can carry different meanings across groups; effort is not a clean read-out of culture.*

## 09 Ethical decisions

CH 06

***Ethical issue*** names the value conflict; ***decision process*** makes organisational pressure visible; ***stakeholder perspective*** tests the preferred action. Use when culture is offered as the end of ethical evaluation.




Source staircase redrawn: identify conflict, expose how the choice is made, then test every affected party.

| ALWAYS ANALYSE | QUESTION |
|---|---|
| legal duties | what obligations remain? |
| rights + harms | who gains, loses or is exposed? |
| power | whose voice can be ignored? |
| accountability | who owns and reviews the decision? |

Cultural difference does not end ethical evaluation. A qualified answer explains the difference and still judges duties, harms, power and accountability.

## 10 Negotiation process

CH 07

***Negotiation interest*** fixes underlying incentives/constraints; ***conflict style*** explains interaction; ***resolution option*** tests whether the process stays workable.

INTEREST why needed? | STYLE how handled? | OPTION still workable?

### POSITION ≠ INTEREST

Source chain redrawn: separate what is said from incentives and constraints before choosing process.

| PREPARE | WHY |
|---|---|
| interests + alternatives | locate room to move |
| authority | know who can commit |
| process expectations | avoid accidental escalation |
| communication risks | design clarification |

A national-style expectation is a hypothesis to test, never a substitute for learning the counterpart's actual incentives and constraints.

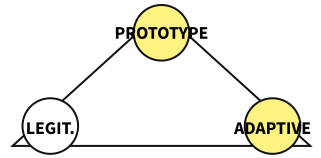
**CH 07 AUDIT**

```
Separate the stated position from the
underlying interest; trace conflict
style through the evidence; change one
condition; test whether the option
stays workable. Check actual
incentives and constraints before
using a national-style expectation.
```

## 11 Leadership legitimacy

CH 08

***Leadership prototype*** captures what followers recognise; ***legitimacy*** links behaviour to acceptance; ***adaptive behaviour*** tests fit with task and institution.




Source triangle redrawn: recognised leadership, legitimacy and task-fit must be compared, not collapsed.

| COMPARE | EVIDENCE |
|---|---|
| follower expectations | what behaviour is recognised? |
| task conditions | what does the work require? |
| institution | what confers authority/legitimacy? |
| ethics + credibility | what must not be mimicked? |

Adapting is not mimicry. The selected behaviour must remain credible, ethical and responsive to the actual team.

## 12 Teams & competence

CH 09–10

DIVERSITY — ROUTINES — OUTCOME

### SAFETY CONDITIONS THE PATH

PREPARE — INQUIRE — ADJUST

### FEEDBACK TESTS COMPETENCE

Source pathways combined: team variety needs routines; individual competence needs tested inquiry and adjustment.

| OBJECT | MECHANISM | BOUNDARY |
|---|---|---|
| team diversity | roles, voice, conflict routines, shared goals | psychological safety |
| multicultural competence | perspective taking | behavioural flexibility |

Diversity is potential variety, not automatic performance. Inclusion and coordination determine whether differences become resources or faultlines.

Confidence is not competence. Look for preparation, questions, an alternative perspective, changed behaviour and learning from feedback.

**INTEGRATION RULE**

```
Same vocabulary ≠ same mechanism, scale,
evidence or decision rule. Compare
inputs, transformation, outcome and
boundary.
```

# IBUS1102 Cross-Cultural Management

SELF-TEST DRILLS · CHANGED CASES · JUDGEMENT CARDS · EXAM-MORNING PLAN

Full guide + ask Sia about IBUS1102

SIDE 2/2 FOUR CHANGED-CASE AUDITS · IF X → DO Y · CLASSIC TRAPS · RETRIEVAL PLAN — SELF-TEST WITHOUT NOTES — Answer aloud, then uncover

## 13 Extended-answer frame

STUDY STRATEGY

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| facts only | define scale | trace link | rival cause | act + check | qualify claim |

**OBSERVE → TEST → JUDGE**

Answer path assembled from the recurring chapter method and the course study strategy.

| QUESTION VERB | MINIMUM COMPLETE MOVE |
|---|---|
| Explain | define + causal/relational chain + evidence |
| Compare | same criteria, both cases, mechanism difference |
| Evaluate | claim + support + counter-evidence + qualified judgement |
| Recommend | action + fit + ethical/contextual limit + feedback |

**FAST PARAGRAPH**

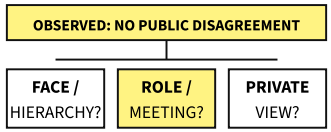
```
Observed [fact]. [Concept] means [definition at scale]. Here, [mechanism] because [evidence]. But [alternative/changed fact] could also explain it. Therefore [action], checked by [feedback]; the supported conclusion is [qualified claim].
```

**SELF-TEST** *Cover Side 1. For any topic, say object → mechanism → boundary without notes, then build one paragraph.*

## 14 Drill 1 · attribution

COURSE WORKED EXAMPLE

**Prompt:** a manager calls a colleague "uncommitted" after they avoid public disagreement in one meeting. Build a better diagnosis and response. *Practice allocation: 8 marks, not official.*




**CHANGE CHANNEL → TEST**

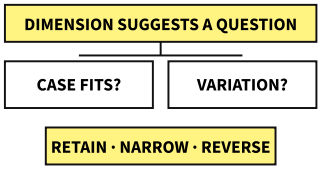
Worked path: separate observation from motive, compare explanations, ask privately, then test the response.

1. **2:** define the decision and relevant evidence: one observed behaviour, not commitment.
2. **3:** consider face, hierarchy, role and meeting design; seek the colleague's perspective privately.
3. **3:** change the feedback channel; test whether participation improves before making a cultural claim.

## 15 Drill 2 · dimensions

CH 02 WORKED AUDIT

**Prompt:** use a framework as a comparison prompt while preserving variation and methodological limits. Change one condition and explain whether the conclusion survives. *Practice allocation: 8 marks.*




Source changed-case logic redrawn: the diagnostic revisits the comparison instead of sitting at the end.

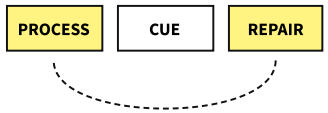
| STEP | ANSWER PATH |
|---|---|
| 2 | define the cultural dimension at the case scale |
| 2 | trace how the comparative framework organises supplied evidence |
| 4 | change within-group evidence; state exactly which inference fails and what survives |

Trap: the framework does not diagnose the individual. If new evidence shows within-group variation, narrow the aggregate expectation; do not discard every earlier observation.

## 16 Drill 3 · communication

CH 04 WORKED AUDIT

**Prompt:** diagnose where meaning changes across encoding, channel, interpretation and feedback; alter one condition. *Practice allocation: 6 marks.*




**FEEDBACK REVISITS INFERENCE**

Source loop redrawn: changing the cue or feedback must alter the first affected inference.

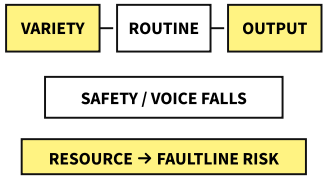
1. **2:** define the communication episode and locate the first break.
2. **2:** explain how the context cue shaped the interpretation.
3. **2:** introduce clarifying feedback; retain, narrow or reverse the conclusion.

**Answer endpoint:** do not write "high-context person" as a fixed type. Identify the particular cue, power/situation, repair channel and evidence that would confirm understanding.

## 17 Drill 4 · team diversity

CH 09 WORKED AUDIT

**Prompt:** turn diversity into usable information through roles, voice, conflict routines and shared goals; change one condition. *Practice allocation: 7 marks.*




Source changed-case reasoning redrawn: alter psychological safety and propagate the effect through routines.

| STEP | ANSWER PATH |
|---|---|
| 2 | define team diversity as potential variety at the team scale |
| 2 | trace a coordination routine: role, voice, conflict or shared goal |
| 3 | change psychological safety; explain whether the outcome narrows or reverses |

Answer endpoint: diversity is neither the performance result nor its guarantee. Inclusion and coordination are the mechanism.

## 18 Rapid applications

CH 03, 05, 06

| SEE THIS | SAY THIS | THEN TEST |
|---|---|---|
| nation label explains behaviour | possible oversimplification | which identity is relevant, and why? |
| reward "fails" | meaning may differ | resources, fairness, role design |
| "that is their culture" ends debate | ethical issue remains | duties, harms, power, accountability |

**1 WHAT EXACTLY WAS OBSERVED?**

**2 WHAT LINKS IT TO OUTCOME?**

**3 WHAT COULD BREAK THE LINK?**

Judgement card: use these three questions whenever a case invites a fast cultural attribution.

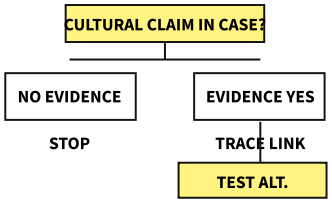
**VERDICT WORDS**

```
supported · partly supported · plausible but untested · narrowed by · reversed because · cannot distinguish without
```

## 19 If X → do Y

FAQ + CH 01–10

| IF YOU SEE… | DO THIS |
|---|---|
| behaviour converted straight to motive | return to observation; generate context alternatives |
| country score applied to one person | state aggregate scale; test within-group evidence |
| more identity labels offered as nuance | ask which identity becomes relevant and why |
| misunderstanding blamed on style | locate encoding/channel/inference; design feedback |
| effort read as preference | check reward meaning, resources, fairness, role |
| culture used to excuse harm | analyse duties, rights, harms, power, accountability |
| position treated as the interest | map incentives, alternatives, authority, constraints |
| leader copies a supposed national style | test follower, task, institution, ethics, credibility |
| diversity claimed to lift performance | name voice/conflict/coordination routines and safety |
| confidence presented as competence | look for inquiry, adjustment and learning feedback |




Decision tree: no cultural explanation is complete without observed evidence, a mechanism and an alternative.

## 20 Comparison stems

INTEGRATION

**SAME WORDS, DIFFERENT JOBS**

```
"Both cases involve [term], but in A it links [input→outcome] through [mechanism], whereas in B [mechanism/scale] differs because [evidence]."
```

**QUALIFIED RECOMMENDATION**

```
"Use [action] because it fits [actual evidence], not a national stereotype. Preserve [ethical/credibility condition] and review [feedback indicator]."
```

Place cases side by side: observed input · transformation attributed to the mechanism · result · strongest boundary. Similar vocabulary does not prove identical mechanism, time scale, evidence or rule.

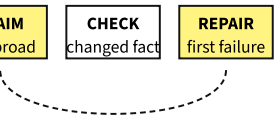
**CHANGED-CASE SENTENCE**

```
"When [condition] changes, [first link] fails; [premise] remains, so the conclusion [narrows/reverses]." Name the observation needed to choose between rival accounts.
```

## 21 Classic traps

ALL CHAPTERS

| TRAP | WHY IT FAILS | REPAIR |
|---|---|---|
| culture = destiny | erases competing levels | compare context explanations |
| framework = fact | aggregate becomes individual | treat as prompt; verify |
| labels = nuance | essentialism remains | explain relevance mechanism |
| context type = person type | ignores power/situation | locate cue and repair |
| reward = universal value | meaning and resources vary | test work context |
| difference = ethical permission | abandons duties and harms | stakeholder analysis |
| style = counterpart | assumption replaces inquiry | test incentives/constraints |
| adaptation = mimicry | loses credibility/ethics | fit actual team and task |
| diversity = performance | skips coordination | show routines and safety |
| knowledge = competence | no tested adjustment | inquire, act, learn |
| limitation at the end | does not alter reasoning | repair first failed link |
| memorised paragraph | untied to supplied facts | evidence ledger first |




**REPAIR, DO NOT RESTART**

Course repair loop: preserve what remains supported and propagate only the consequence of the changed condition.

**DIAGNOSTIC** *If the conclusion would stay identical after your "limitation", the limitation has not done analytical work.*

## 22 Counter-evidence bank

FAQ

| CLAIM ABOUT | EVIDENCE THAT COULD QUALIFY IT |
|---|---|
| culture | role, power, organisation or situation predicts behaviour better |
| communication | clarification changes understanding |
| motivation | resources/fairness explain effort |
| negotiation | actual incentives differ from expected style |
| leadership | task/institution changes recognised behaviour |
| team diversity | voice or coordination is absent |
| competence | no inquiry or behaviour change follows feedback |

## 23 Closed-book retrieval

STUDY STRATEGY

| RECALL | REBUILD | CHANGE | REPAIR |
|---|---|---|---|
| 3 terms per topic | mechanism from facts | one condition | first failed move |

**REPEAT WITHOUT LOOKING**

Exam-morning cycle: retrieval, not rereading, is the final rehearsal.

| BLOCK | TASK WITHOUT NOTES |
|---|---|
| 10 objects | culture → dimension → oversimplification → communication → motivation → ethics → interest → leadership → teams → competence |
| 10 mechanisms | say the middle term for each topic |
| 10 boundaries | state what evidence can narrow the claim |
| 4 cases | deliver each answer path to its numeric endpoint |
| 12 traps | repair each in one sentence |

**BLIND TOPIC TEST**

```
terms → definition and scale → mechanism → changed fact → qualified judgement
```

When recognition feels easy, switch modes. Blank-page recall and changed conditions expose what cannot yet be produced.

## 24 Exam-morning plan

COURSE STUDY STRATEGY

| DRAW | SAY | DRILL |
|---|---|---|
| 10 rows | 10 limits | 4 cases |

**OBSERVE → MECH.**
TEST → QUALIFY

Final sequence: reconstruct the course architecture, state its limits, then execute four cases.

1. Rebuild the ten-row object/mechanism/boundary table.
2. State the dimension, communication, ethics, negotiation and team limits.
3. Redo all four audits through the final qualification before checking.
4. For a weak topic, write observation → mechanism → alternative → action → feedback.
5. Use the trap table; name evidence that would change each claim.