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## TEACHING PLAN FOR

- **CROSS CULTURAL MANAGEMENT AND INTERCULTURAL COMMUNICATION**

### 1. Basic Description

**Name of the course:** Cross Cultural Management and Intercultural Communication

**Academic year:** 2018-2019

**Term:** Third/Spring

**Code:** 80336

**Degree / Course:** International Business Programme

**Contact hours:** 45

**Number of ECTS credits:** 6

**Total number of hours committed:** 150

**Teaching language:** English

**Lecturers:** Isabel Martínez-Cosentino

**Timetable:**

Monday	6:30–8.45 pm
Wednesday	6.30–8.45 pm

**Office hours:**

Monday and Wednesday	6:00-6:30 pm
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### 2. Course Overview

The present course analyzes concepts and tools of Intercultural Communication and Cross Cultural Management to make sense of a globalizing world across the 20th and 21st centuries, such as multi-culturalism and diversity, which are subject to increasing refinement or marginalization in favor of newer ideas, including inter-culturalism and super-diversity in the business environment. This course focuses on the dynamics of where cultures converge, resulting in cross-cultural connections.

The course has the following main **learning objectives**:

- The student will be able to adapt the different strategies of doing business across different cultures. Real tools and references will be provided.

### 3. Competences to Be Worked on in the Course

General competences	Specific competences
<p>Instrumental competences</p> <p>G.I.1. Ability to search, analyse, assess and summarise information.</p> <p>G.I.2. Ability to relate concepts and knowledge from different areas.</p> <p>Generic personal competences</p> <p>G.P.2. Ability to manage behaviour and emotions.</p> <p>G.P.4. Critical attitude.</p> <p>G.P.5. Ability to empathise.</p> <p>G.P.6. Ability to foresee events.</p> <p>Generic systemic competences</p> <p>G.S.1. Ability to apply creativity.</p> <p>G.S.7. Promotion of and respect towards multicultural values: respect, equality, solidarity, commitment.</p> <p>G.S.8. Promotion of and respect for gender, environmental and safety-at-work issues.</p> <p>Competences for applicability</p> <p>G.A.2. Ability to use quantitative criteria and qualitative insights when taking decisions.</p> <p>G.A.3. Ability to search and exploit new information sources.</p> <p>G.A.4. Ability to understand and apply the network concept.</p>	<p>Professional competences</p> <p>E.P.1. Ability to understand the decisions taken by economic agents and their interaction in the markets.</p> <p>E.P.5. Ability to take strategic managerial decisions while taking into account the economic, cultural, social and political determinants specific to a particular area.</p>

The above competences reflect the basic competences set out in Royal Decree 1393/2007, namely:

- a. Competence to **comprehend knowledge, on the basis of general secondary education**.
- b. Competence to **apply knowledge** to day-to-day work in international management or marketing, in particular the ability to develop and defend arguments and to solve problems.
- c. Competence to **gather and interpret** relevant **data**, enabling the development of critical judgements on the economic and social reality.
- d. Competence to **communicate and transmit information** (ideas, problems, solutions) to a specialist and non-specialist audience.
- e. Competence to **develop learning activities** in a relatively autonomous manner.

The competences worked on in the course are divided into two groups: those seen as a development or specification of a basic competence; and those that hone graduates' professional profile with respect to general and specific competences.

#### Basic competence: **understanding of knowledge**

General competences G.A.2: Ability to use quantitative criteria and qualitative insights when taking decisions.

Specific competences E.P.1: Ability to understand the decisions taken by economic agents and their interaction in the markets.

#### Basic competence: **application of knowledge**

General competences

G.I.2: Ability to relate concepts and knowledge from different areas.

G.S.1: Ability to apply creativity.

#### Basic competence: **gather and interpret data**

General competences

G.I.1: Ability to search, analyse, assess and summarise information.

G.P.6: Ability to foresee events.

G.A.3: Ability to search and exploit new information sources.

#### Basic competence: **communicate and transmit information**

General competences G.P.5: Ability to empathise.

#### Basic competence: **develop learning activities**

General competences G.P.4: Critical attitude.

#### Competences that hone graduates' professional profile which are not included under basic competences

In general, these competences combine the following key elements for honing students' professional profile in the area of international business and marketing:

- Provide students with the capacity to adapt to dynamic teams and environments.
- Provide students with the capacity to create their own integral vision of the operation of a business or international marketing project.

- Provide students with the capacity to take complex decisions and carry out negotiation processes.

#### I. General competences

- G.P.2: Ability to manage behaviour and emotions.
- G.S.7: Promotion of and respect towards multicultural values: respect, equality, solidarity, commitment.
- G.S.8: Promotion of and respect for gender, environmental and safety at work issues
- G.A.4: Ability to understand and apply the network concept.

II. Specific competences E.P.5: Ability to take strategic managerial decisions while taking into account the economic, cultural, social and political determinants specific to a particular area.

#### Learning outcomes

To interpret aspects of other cultures and intercultural spaces in relation to their own with greater sophistication and accuracy.

To gain a deeper knowledge of historical, political, scientific, cultural and/or socioeconomic in different countries.

To acquire a heightened sense of global interdependencies and understand the need to address complex global issues across national and disciplinary boundaries.

To be able to define the main cultures in the globe and be able to adapt to them different business strategies.

#### **4. Contents**

1. Lesson 1. The Concept of Culture and Ethnocentrism in the business arena.
2. Case Study 1. Eurodisney
3. Lesson 2. Models of theory: Hofstede, Trompenars, Lewis.
4. Case Study # 2: Doing Business in Confucian societies. Guanxi
5. Lesson 3: Models of theory: Models for assessments.
6. Case Study # 3: Egypt
7. Lesson 4: Cultural Intelligence. How to develop it.
8. Case Study # 4: Olly Racella in Thailand
9. Lesson 5. Cross Cultural Management and Human Resources
10. Case Study: The international Negotiator
11. Lesson 6. Cross Cultural Management and Marketing
12. Case Study: Dove in India
13. Lesson 7. Cross Cultural Management and Sales/Negotiation
14. Case Study: Alibaba
15. Lesson 8. Organizational Culture
16. Lesson 9. The Global Manager
17. Case Study: Managing Across Cultures HBR.

## 5. Assessment

- **40% exams (20% midterm exam [Lessons 1 to 9] and 20% final exam [Lessons 11 to 20])**
- **20% attendance and participation**
- **20% case studies (2,5%\*8 case studies)**
- **20% project**

Assessment elements	Time period	Type of assessment		Assessment agent			Type of activity	Grouping		Weight (%)
		Mandatory	Optional	Lecturer	Self-assessment	Co-assessment		Ind.	Group (#)	
Exams	Assigned dates	X		X	X		Test	x		40%
Attendance & participation	Every day	X		X	X		Participation	x		20%
Case studies	Every week	X		X	X		Reading	x		20%
Project	Assigned date	X		X		X	Project		x	20%

### Resits

In accordance with ESCI-UPF academic regulations, students whose weighted final grade for the regular term evaluation is below 5.0 but whose grade for the continuous evaluation activities (quizzes, assigned exercises and case studies, midterm exam and group project) is above 4.0 will be required to retake their final exam, which will account for 50% of their total final grade. The rest of their final total grade will be made up of their grades in the other areas of continuous evaluation.

**Any students found copying and/or plagiarising work, in whole or in part, will fail the subject. They will receive a final grade of zero and will not be allowed to take the make-up exam. In accordance with the UPF Disciplinary Rules and Regulations for Students, other additional sanctions may apply depending on the seriousness of the offence.**

### Working competences and assessment of learning outcomes:

	GI1	GI2	GP2	GP4	GP5	GP6	GS1	GS7
Project	x	x	x	x	x	x	x	x
Case studies	x	x	x	x	x	x	x	x
Final exam	x	x	x	x	x	x	x	x

	GS8	GA2	GA3	GA4	EP1	EP5	Learning outcomes
Project	x	x	x	x	x	x	x
Case studies	x	x	x	x	x	x	x
Final exam	x	x	x	x	x	x	x

## 6. Bibliography and Teaching Resources

- Recommended bibliography:
  - Cattle T, Interculturalism: The New Era of Cohesion and Diversity, Palgrave MacMillan, 2012, ISBN: 978-1-137-02746-7
  - Hall T, Salaam Brick Lane, John Murray, 2006, ISBN: 978-0719565564
  - David Livermore, Expand your Borders CQ Insight Series 2013

## 7. Methodology

- Face-to-face (in the classroom):
  - Every week there will be 2 hours of work on case studies. Students are expected to attend and participate.
  - Every week we will discuss news about business and culture.
  - Students will prepare weekly assignments (some individually, some in groups) for discussion during the seminar classes.
- Directed (outside the classroom)
  - Prepare news and lessons
  - Prepare final project

## 8. Timetable (tentative)

Week	Activity in the classroom Grouping/type of activity	Activity outside the classroom Grouping/type of activity
Week 1	- Introduction and Groups	
Week 2	- Case Study 0. Cosentino Case	Case Study
Week 3	- Lesson 1. The Concept of Culture and Ethnocentrism in the business arena. The Concept of Cul	News
Week 4	- Case Study 1. Eurodisney	Case Study
Week 5	- Lesson 2. Models of theory: Hofstede, Trompenaars, Lewis.	News
Week 6	- Case Study # 2 : Doing Business in Confucian societies. Guanxi	Case Study
Week 7	- Lesson 3: Models of theory: Models for assessments.	News
Week 8	- Case Study # 3: Sainsbury in Egypt	Case Study
Week 9	- Lesson 4: Cultural Intelligence. How to develop it.	News
Week 10	- Mid Term	Case Study
Week 11	- Case Study # 4: Olly Racella in Thailand	News
Week 12	- Lesson 5. Cross Cultural Management and Human Resources	Case Study
Week 13	- Case Study #5. Video: The international Negotiator	News
Week 14	- Lesson 6. Cross Cultural Management and Marketing	Case Study
Week 15	- Case Study#6 : Dove in India	News
Week 16	- Lesson 7. Cross Cultural Management and Sales/Negotiation	Case Study
Week 17	- Case Study#7: Alibaba	News
Week 18	- Lesson 8. Organizational Culture	Case Study
Week 19	- Case Study #8: Managing Across Cultures	News
Week 20	- Lesson 9. The Global Manager. Case Study. Managing Across Cultures	Case Study
Week 21	- PRESENTATIONS	Group Presentation

