

Course form to fill in (2018-2019)

Course title:

A unique approach to cross-cultural management

Staff responsible for the course:

Benoit Chalifoux

Lecturers:

First Name + Name
Benoit Chalifoux

1) COURSE PRESENTATION

Aims:

Draw up a list of competencies and/or skills that the student should have acquired or improved at the end of the course.

You must fill in the field under the format "the student should be able to..." using action verbs such as define, realise, control... *(This description should not take more than ten lines)*

At the end of the course, the student should be able to:

- To understand the importance of intercultural communication;
- To learn to think across cultural differences;
- To be aware of issues and challenges involved in global business;
- Skills, expertise and work required toward personal and professional growth;
- Negotiation across different cultures;
- Emphasize on the opportunities of doing business with different cultures.

Prerequisites:

You must not write courses' codes or names, but identify the preliminary skills as the knowledge or the know-how needed to efficiently follow this course.

Write it out in terms of knowledge and methodologies required to follow this course (this would help students from direct entry to position themselves). *(This description should not take more than five lines)*

The student must be enrolled in a business program.

Course contents:

Here, an abstract of the course can be given or the different chapters of the course can be simply written down.

(The description should not take more than ten lines)

This course covers the challenge of interacting, managing and leading across cultural differences and national boundaries. Cultural differences are hard to understand because, although their consequences are obvious, it is not easy to analyze, describe or categorize them. Culture is actually highly complex. For future managers, being aware of the variety of issues and opportunities that arise when we take action outside our own culture is a key factor for success. The globalization of business has brought about a demand for leader and managers who are able to accomplish their objectives by working effectively outside the boundaries of nation, function, profession, and organization, and as well as their cultural and ethnic reference groups.

2) WORKING LOAD

Here, you should allocate the effective working load of the course, including an estimation of the personal work required from the student.

TABLE 1

Course's types	Number of hours	Notes
<u>Effective presence</u>		
- Magistral Course	10	
- Interactive Course	12	
- Tutorials		
- Coaching	8	
- PBL Course		
<u>Training from a distance</u>		
- Video-conferences		
- Webinars		
<u>Self-learning</u>		
- Books 'readings	6	
- E-learning		
- Research		
<u>Outdoors-training</u>		
- In firms		
- Internship		
<u>Personal work</u>		
- Group Projects	12	
- Individual Projects		
- Personal work	8	
Total working time for the student		

3) EDUCATIONAL METHODS

Tick here the different educational methods used:

- Coaching
- Case Study
- E-Learning and/or Self-learning
- Interactive courses
- Presentations
- Projects
- Research
- Seminars
- Tutorials

Visits

4) ASSESSMENT

Sum up briefly the course assessment's mechanism *(two or three lines)*

This will introduce the assessment's table that you have to complete below (table n°2).

Obviously, cases and exercises are worked out in small groups. The Analyst Report, however, is to be worked out individually. All students whose cases, exercises and Analyst Report shown remarkable similarities will be penalised- This holds both for the 'original work' and its copies.

List the assessment for each modality.

TABLE 2

Modality	Type of control	Length (h)	Number	Weighting (%)
<u>Continuous assessment</u>	Continuous assessment	3	1	20
	Mid-term exam			
	Participation			
	Oral presentation			
	MCQ			
<u>Final exam</u>	Oral final exam	3	1	40
	Written final exam	3	1	40
<u>Others</u>	Case study			
	Group Project			
	Individual Project			
	Written assignment			
	Exercises			
Total				100%

5) RECOMMENDED READING

Name of books *(indicate only three or four must-read references)* / Name of reviews:

Reference book (appellation reserved for books selected by the School and necessarily bought by all the students):

- Ibarra, H. and Lee Hunter, M. (2007). How Leaders Create and Use Networks. Harvard Business Review.
- Trompenaars, F. (1996), Resolving International Conflict: Culture and Business Strategy. London Business School 7(3) p51-68.
 - Thomas, D.A and Ely, R.J(1996). Making Differences matter. A new paradigm for managing diversity. Harvard Business Review. p 1-13.
- Hofstede, GJ, Catholijn, M. and Jonker, T.V. (2012). Cultural Differentiation of Negotiating Agents. Group Decis Negot . 21. p79–98.
- Dauber D., Fink, G., and Yolles, M. (2012). A Configuration Model of Organizational Culture . Sage p1-16.
 - Günter K. Stahl, Building Cross-Cultural Leadership Competence: An Interview With Carlos Ghosn, Academy of Management Learning & Education; Sep 2013, Vol. 12 Issue 3, p 494-502.
 - Søderberg, A.-M., & Holden, N. 2002. Rethinking cross cultural management in a globalizing business world. International Journal of Cross Cultural Management, 2(1): 103–121.

Class books :

Reviews :

Internet Resources:

Please indicate here if you use the school intranet site to put on-line documents and/or if you advise the visit of web sites to students.

Name of the Website	URL