

## Course form to fill in (2019-2020)

### Course title:

Managing cross-cultural differences

### Staff responsible for the course:

Marta VAZQUEZ

### Lecturers:

First Name + Name  
Marta VAZQUEZ

## 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 meaning of culture
- To learn to think across cultural differences;
- To be aware of competencies for managing internationally;
- To understand multicultural teams;
- To define strategies for managing cultural differences;
- To realise how to gain competitive advantage from cultural differences.

### 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)*

The objective of this course is to provide students with a basic understanding of the fundamental principles and practices of International Management. The course focuses on the foundations of international management, the role of culture, cross-cultural communication and negotiations, MNC strategies and structures, and international human resource management. There will be a focus on appropriate theory and the course will aim to provide opportunities for the practical implementation of the main concepts covered.

## 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	8	
- Interactive Course	8	
- Tutorials		
- Coaching	2	
- 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	
<b>Total working time for the student</b>	<b>44</b>	

### 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) in order to introduce the assessment's table that you have to complete below (table n°2).

**You must also define clearly how feedback will be given to students (in accordance with the feedback policy).**

Cases and exercises are worked out in small groups. The Individual Report, however, is to be worked out individually. All students whose cases, exercises and Individual 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			
<b>Total</b>				<b>100%</b>

### 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):
<ul style="list-style-type: none"> <li>- Ibarra, H. and Lee Hunter, M. (2007). How Leaders Create and Use Networks. Harvard Business Review.</li> <li>- Trompenaars, F. (1996), Resolving International Conflict: Culture and Business Strategy. London Business School 7(3) p51-68.</li> <li>- Thomas, D.A and Ely, R.J(1996). Making Differences matter. A new paradigm for managing diversity. Harvard Business Review. p 1-13.</li> <li>- Hofstede, GJ, Catholijn, M. and Jonker, T.V. (2012). Cultural Differentiation of Negotiating Agents. Group Decis Negot . 21. p79–98.</li> <li>- Dauber D., Fink, G., and Yolles, M. (2012). A Configuration Model of Organizational Culture . Sage p1-16.</li> <li>- Günter K. Stahl, Building Cross-Cultural Leadership Competence: An Interview With Carlos Ghosn, Academy of Management Learning &amp; Education; Sep 2013, Vol. 12 Issue 3, p 494-502.</li> <li>- Søderberg, A.-M., &amp; Holden, N. 2002. Rethinking cross cultural management in a globalizing business world. International Journal of Cross Cultural Management, 2(1): 103–121.</li> </ul>

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