



UNIVERSIDAD
esan

Course Syllabus Intercultural Management for International Business

March - July 2019

IX Semester

Tippin de Malpica, Stella

I. General Course Data

Course Name:	Intercultural Management for International Business		
Prerequisite:	Intermediate English II	Code:	03880-1-19
Precedent:		Semester:	2019-1
Credits:	3	Semester:	VIII
Weekly hours:	4 hours	Course Modality:	Face-to-face & virtual
Major(s)	Major Elective for Consumer Psychology and Organizational Psychology; Formation Elective for Economics & International Business, Administration & Marketing, and Administration & Finance	Course Coordinator:	Mariella Olivos Rossini molivos@esan.edu.pe

II. Outline

The globalization of national economies means the world is becoming increasingly interdependent. Arising from international trade, there are countless interactions taking place between people of diverse cultures in different ways. One way involves traditional oral and written communication, and others are more complex through the use of technology, phone, email, internet and videoconferencing. This course provides direct, individual international experience for students to interact with foreign students located in the USA, China, and Japan. The topics of discussion cover the following themes: What is Intercultural management, why it is important, Culture and Stereotypes, Expatriates and Cultural shock, Leadership across cultures, Social Responsibility, Marketing Globally, Entry Strategies in international markets, and Regional Integration. These concepts will be reviewed in the local classes prior the links and will be related through company cases in Peru in order to prepare for the videoconferences and chat discussions. This course has the characteristics of a graduate seminar course; students will be asked to work in an international team.

III. Course Objective

To prepare students for an increasingly globalized, interdependent world in which there are countless interactions taking place between people of diverse cultures. To give students practical experience interacting with and collaborating with colleagues in both Eastern and Western nations. To give students experience in both synchronous and asynchronous means of virtual communication and collaboration in order to achieve goals simulating what they could experience in the professional world. To conduct original research by developing a questionnaire, applying the questionnaire, comparing questionnaire results in Peru with results in the countries of the partner universities, and analyzing and interpreting the results from an intercultural communication framework.

IV. Learning Outcomes

At course completion, students will be able:

- To clearly increase intercultural competence in order to be successful in an increasingly globalized business world.
- To critically analyze cultures from national cultural model theories from theorists such as Hofstede and Trompenaars and describe those theories' implications on management sciences.
- To successfully demonstrate the basic technical and social skills necessary to collaborate internationally in the contemporary world.
- To clearly describe the behavioral systems in Anglo-Saxon regions as well as the Far East and how to relate these systems with national and regional differences, which has implications for international business and the work environment in Latin America.
- To clearly interpret and use the structure of how research on intercultural issues is presented in scientific journals.
- To critically examine and explain the social and professional behavior in other countries and cultures under the theoretical framework of contemporary interculturalists in order to develop trust and business relationships.
- To clearly identify the social and professional behavior that is acceptable in other countries.
- To practically conduct qualitative and quantitative research through the development of an original research project.
- To successfully collaborate in a virtual environment with international partners, adapting collaborative and leadership strategies to different teams' diverse social and cultural backgrounds and abilities.

V. Methodology

This course relates cross-cultural theories with management science. The methodology is that of a “blended course.” The course offers students the opportunity to interact in virtual teams and to work in a collaborative learning environment with students and faculty from other countries using Information Communication Technologies (ICT) like videoconferences (VC), forums, the Course Networking social network (CN), and other online communication channels.

The uniqueness of this course is that it offers students the opportunity to participate in Experiential Learning. This methodology involves their participation as members of international teams composed of students from partner universities:

ECU (East Carolina University), United States
USJ (University of Shimane), Japan
SNNU (Shaanxi Normal University), China

Local classes featuring lectures, classroom discussions, role-playing activities, and interaction via information communication technologies (videoconference, web chat) will be combined with synchronous and asynchronous web-based classes, which will utilize forums and social media in order to reach the learning outcomes.

- Videoconferencing sessions will cover a variety of themes related to Hofstede's Cultural Dimensions, national culture, business, and students' own experiences.
- Before the first videoconferencing session the professor will assign student teams comprised of a student from each of the participating universities. The number of students in each team will depend on final enrollment numbers, and each team will work on the international research assignment described below.
- In teams with partners from each of the participating universities, collaborative research projects will be carried out and presented on. At least one of the collaborative research projects will involve developing a research questionnaire in order to find insights about cultural differences.
- For the collaborative research projects, along with their international partners, the students will develop and apply to 10 respondents in Peru and 10 respondents in the partners' country a questionnaire with 5 open questions and 10 Likert-scale ("1-5") questions, 20 in total, focusing on one of the following Cultural Dimensions:
 - Collectivism/Individualism
 - Low Power Distance/High Power Distance
 - Masculinity/Femininity
 - Low Uncertainty Avoidance/High Uncertainty Avoidance
 - Long-Term Time Orientation/Short-Term Time Orientation

Attendance of and active participation in every class is important to developing crucial skills in the subject matter and in professional mastery of the English language. Students who do not attend a minimum number of VC sessions will not receive an international certificate of participation at the end of the course.

VI. Evaluation

The course uses accumulative and integral evaluation. The grade of the course is obtained by averaging permanent evaluation (60%), the midterm exam (20%) and the final exam (20%).

The permanent evaluation average is the sum of the following elements: graded practices (2 in total, half theoretical, half applied in content), case studies (2 in total, presented individually in written form), reading quizzes (administered on a weekly basis for a total of 11 reading quizzes; the one with the lowest score shall be eliminated at the end of the course), oral presentations (2 in total, graded according to the rubric to be posted on UEVirtual), weekly participation (factors to be taken into account include attendance and participation in classroom discussions and role-play activities) and other graded activities.

The elements of the permanent evaluation grade shall be weighted per the following chart:

PERMANENT EVALUATION AVERAGE (PEA) 60%		
Type of Evaluation	Description	Weight %
Active participation in class	Attendance and participation in class	10
Graded practices	4 unannounced evaluations on random VC session days	30

Online reflection and interaction	UE Virtual forums (50%) 5 reflective posts (50%) 2 comments on posts per forum (50%)	10
	CN interaction (50%) 5 hashtagged video posts (60%) 5 reflections on posts (20%) 5 comments on reflections (20%)	
Oral Presentations	Online synchronous presentation of the findings of a research article (14%)	35
	3 Collaborative research project presentations (86%) Presentation with ECU partners (33%) Presentation with USJ partners (33%) Presentation with SNNU partners (33%)	
Final integrative research presentation and essay	Final presentation integrating research findings (33%)	15
	Final essay integrating research findings (67%)	

The final average (FA) is obtained in the following way:

$$AF = (0.20 \times ME) + (0.60 \times PEA) + (0.20 \times FE)$$

Where:

FA = Final Average

ME = Midterm Exam

PEA = Permanent Evaluation Average

FE = Final Exam

VII. Programmed Course Content

WEEK	CONTENTS	ACTIVITIES / EVALUATION
LEARNING UNIT I: THEORETICAL AND METHODOLOGICAL BACKGROUND		
LEARNING OUTCOMES:		
<ul style="list-style-type: none"> To clearly increase intercultural competence in order to be successful in an increasingly globalized business world. To critically analyze cultures from national cultural model theories from theorists such as Hofstede and Trompenaars and describe those theories' implications on management sciences. To successfully demonstrate the basic technical and social skills necessary to collaborate internationally in the contemporary world. 		
1 st March 21 to 30	HOFSTEDE'S CULTURAL DIMENSIONS Course norms and expectations. Intercultural Management: what it is, why it is important. Intercultural competence in the business world. Culture and its characteristics: Definition of culture, key terminology. Hofstede's Cultural Dimensions Model. High context vs. Low context cultures. Hofstede's country cultural comparison scale website . A LOOK AT THE SEMESTER'S TOOLS	Overview of the syllabus and course description Lecture: The relevance of culture for business, Cultural Dimensions Forum 1 "My cultural profile": upload your profile and comment on others'. Due 3/27. Compare students' "My

	<p>Technology's impact on education, culture, and society. Collaborative research: Methodological approach. Explanation of questionnaires. Questionnaire structure and instrument building.</p>	<p>cultural profile.” Form collaborative research groups. “Team charter to improve team performance” tool. View example questionnaires and start questionnaire construction. Forum 2 Present questionnaire first drafts, give peer feedback. Due 4/1.</p>
	<p>Required Reading</p> <p>Hofstede's cultural dimensions: Understanding workplace values around the world.</p> <p>Berry, P. (2014, October 30). Communication tips for global virtual teams. <i>Harvard Business Review</i>. Retrieved from https://hbr.org/2014/10/communication-tips-for-global-virtual-teams</p>	
<p>LEARNING UNIT II: EAST CAROLINA UNIVERSITY (UNITED STATES OF AMERICA) LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> • To successfully demonstrate the basic technical and social skills necessary to collaborate internationally in the contemporary world. • To clearly describe the behavioral systems in Anglo-Saxon regions as well as the Far East and how to relate these systems with national and regional differences, which has implications for international business and the work environment in Latin America. • To critically examine and explain the social and professional behavior in other countries and cultures under the theoretical framework of contemporary interculturalists in order to develop trust and business relationships. • To clearly identify the social and professional behavior that is acceptable in other countries. • To successfully collaborate in a virtual environment with international partners, adapting collaborative and leadership strategies to different teams' diverse social and cultural backgrounds and abilities. 		
<p>2nd April 01 to 06</p>	<p>HOW TO HAVE SUCCESSFUL VIRTUAL INTERACTIONS Intercultural awareness and sensitivity. Identification and risk of stereotyping. Questionnaire usage: How to conduct interviews with a questionnaire. The importance of note-taking and keeping an observation journal. Questions and protocols for the first videoconference session. Tools for effective virtual interaction with international partners. Teamwork skills to be used in class and with international partners.</p> <p>FIRST VIDEOCONFERENCE WITH ECU: INTRODUCTIONS Introductions with US students. Collaborative Research Project guidelines. Conducting interviews: Tips and advice.</p>	<p>Lecture: Communicating across cultures. Review questionnaire first drafts: Professor's feedback. Practice doing research using questionnaires. Review VC protocols. Discuss US culture. Out-of-class activity Update questionnaires according to feedback. VC with US students. Note-taking for observation journal. Debrief the VC session.</p>

	<p>Required Reading</p> <p>Schulz, E. (2007, February). Time is money - understanding US business culture. <i>TCWorld</i>. Retrieved from http://www.tcworld.info/e-magazine/business-culture/article/time-is-money-understanding-us-business-culture/</p> <p>United States Institute of Peace. (2002, October). Special report: US negotiating behavior. Washington, DC.</p>	<p>Discuss required readings.</p> <p>Out-of-class activities Contact your ECU partner. Conduct interviews using final questionnaires. Upload interview recordings.</p>
<p>3rd April 08 to 13</p>	<p>SECOND VIDEOCONFERENCE WITH ECU: EDUCATIONAL SYSTEM Education in Peru and the US. Technology's impact on education, culture and society. Research progress. Collaborative Research Projects: Tips and advice.</p> <p>THIRD VIDEOCONFERENCE WITH ECU: FAMILY AND CULTURAL TRADITIONS Family and cultural traditions in Peru and the US. Progress check: Collaborative Research Projects.</p>	<p>VC with US students.</p> <p>Note-taking for observation journal.</p> <p>Debrief the VC session.</p> <p>Discuss required readings.</p> <p>VC with US students.</p> <p>Note-taking for observation journal.</p> <p>Debrief the VC session.</p> <p>Discuss required readings.</p> <p>Out-of-class activity Explain questionnaires to US students.</p>
	<p>Required Reading</p> <p>Freese, P. (2008). American national identity in a globalized world as a topic in the advanced EFL-classroom. <i>American Studies Journal</i>, 51. Retrieved from http://www.asjournal.org/51-2008/american-national-identity-in-a-globalized-world/</p> <p>Lumen Learning. (n.d.) "Race and ethnicity in the United States." In <i>Introduction to Sociology</i>. Retrieved from https://courses.lumenlearning.com/sociology/chapter/race-and-ethnicity-in-the-united-states/</p>	
<p>4th April 15 to 20 (Holiday April 18, 19 and 20)</p>	<p>FOURTH VIDEOCONFERENCE WITH ECU: STEREOTYPES AND PREJUDICE Stereotypes and prejudice in Peru and the US. Final explanations regarding Collaborative Research Project Presentations.</p> <p>FIFTH VIDEOCONFERENCE WITH ECU: COLLABORATIVE PROJECT PRESENTATIONS Collaborative research project presentations. Comparison of Anglo culture and Latin American culture. Explanation of the AGU system: CourseNetworking, requirements, etc.</p>	<p>VC with US students.</p> <p>Note-taking for observation journal.</p> <p>Debrief the VC session.</p> <p>Discuss required readings.</p> <p>Upload Collaborative Project Presentations. Due 4/17.</p> <p>VC with US students.</p> <p>Note-taking for observation journal.</p> <p>Debrief the VCs with the US.</p> <p>Discuss Japanese culture.</p> <p>Explain the AGU system and make CN accounts.</p>
	<p>Required Reading</p> <p>---</p> <p>Dimensions of Culture. (n.d.) Exploring Culture.</p>	

		Hashtagged Video Post 1: Introduction. Due 4/21.
<p>LEARNING UNIT III: UNIVERSITY OF SHIMANE (JAPAN) AND THE LATIN AMERICAN CONTEXT</p> <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> • To successfully demonstrate the basic technical and social skills necessary to collaborate internationally in the contemporary world. • To clearly describe the behavioral systems in Anglo-Saxon regions as well as the Far East and how to relate these systems with national and regional differences, which has implications for international business and the work environment in Latin America. • To critically examine and explain the social and professional behavior in other countries and cultures under the theoretical framework of contemporary interculturalists in order to develop trust and business relationships. • To clearly identify the social and professional behavior that is acceptable in other countries. • To successfully collaborate in a virtual environment with international partners, adapting collaborative and leadership strategies to different teams' diverse social and cultural backgrounds and abilities. • To clearly interpret and use the structure of how research on intercultural issues is presented in scientific journals. 		
5th April 22 to 27	<p>SIXTH VIDEOCONFERENCE WITH ECU: RELIGION AND THE MEANING OF LIFE; VIRTUAL CONNECTION WITH USJ Religion and the meaning of life in Peru and the US. AGU: Progress check. Japan: An Introduction.</p> <hr/> <p>CONTINUED WORK WITH USJ; INTERCULTURAL ACTION DEVELOPMENT AGU: Progress check. Education in Peru and Japan. Role Play 2.</p> <hr/> <p>Required Reading</p> <p>Mandrappa, N. (2015, March 11). Interesting facts about Japanese school system. <i>Novak Djokovic Foundation</i>. Retrieved from https://novakdjokovicfoundation.org/interesting-facts-about-japanese-school-system/ Doing business in Japan. (No date). <i>World Business Culture</i>. Retrieved from https://www.worldbusinessculture.com/country-profiles/japan/</p>	<p>Discuss AGU problems and progress.</p> <p>Discuss required readings.</p> <p>Forum 3: Opinions, impressions about what was learned through the video conferences with ECU. Due 4/24.</p> <p>2 Reflections on Post 1: Introduction. Due 4/23. Also, comment on the reflections on your posts.</p> <p>Hashtagged Video Post 2: College Life. Due 4/24.</p> <p>Discuss AGU problems and progress.</p> <p>Discuss required readings.</p> <p>Role-playing activity.</p> <p>2 Reflections on Post 2: College Life. Due 4/26. Also, comment on the reflections on your posts.</p> <p>Hashtagged Video Post 3: Family and Cultural Life.</p>

	<p>Romero, E. J. (2004). Hispanic identity and acculturation: implications for management. <i>Cross Cultural Management: An International Journal</i>, 11(1), 62-71.</p> <p>Romero, E. J. (2004). Latin American leadership: El patrón & el líder moderno. <i>Cross Cultural Management: An International Journal</i>, 11(3), 25-37.</p>	Due 4/28.
<p>6th April 29 to May 04</p>	<p>CONTINUED WORK WITH USJ; THE LATIN AMERICAN CONTEXT AGU: Progress check. The family in Peru and Japan. The Zoom platform. Practice using Zoom. Hispanic and Peruvian culture: Behavior patterns in the Latin American workplace. The Peruvian context and its implications on business with the contexts and implications of other nations.</p> <p>CONTINUED WORK WITH USJ; THE LATIN AMERICAN CONTEXT (Virtual link) AGU: Progress check. Religion in Peru and Japan. The Peruvian business environment: Myths and reality. Example Research Article Mini-Presentation: Workplace dimensions: Hierarchy in the organization, power & status, gender & women in the workplace, privacy & personal relations, etc. Requirements for in-class research article presentations.</p>	<p>Discuss AGU problems and progress.</p> <p>Discuss required readings.</p> <p>Practice using Zoom.</p> <p>Lecture: Peruvian culture.</p> <p>2 Reflections on Post 3: Family and Cultural Life. Due 4/30. Also, comment on the reflections on your posts.</p> <p>Hashtagged Video Post 4: Religion and the Meaning of Life. Due 5/1.</p> <p>Discuss AGU problems and progress.</p> <p>Discuss required readings.</p> <p>Discuss mini-presentation criteria, form groups, assign articles.</p> <p>2 Reflections on Post 4: Religion and the Meaning of Life. Due 5/3. Also, comment on the reflections on your posts.</p> <p>Hashtagged Video Post 5: Stereotypes. Due 5/5.</p> <p>Research Article Mini-Presentations, Due 5/7.</p>
	<p>Required Reading</p> <p>McKinley, J. (2006, July 31). Understanding the sources of Japanese business ethics. <i>Xing</i>. Retrieved from https://www.xing.com/communities/posts/understanding-the-sources-of-japanese-business-ethics-1002980099</p> <p>Friedrich, P, Mesquita L., & Hatum, A. (2005-2006). The meaning of difference: Beyond cultural and managerial homogeneity stereotypes of Latin America. <i>Management Research</i>, 4(1), 53-71.</p> <hr/> <p>Herbig, P.A. & Milam, R. (1994). When in Japan, do as the Japanese do: The Achilles' heel of Japanese business philosophy. <i>Marketing Intelligence & Planning</i>, 11(12), 26-35. Assigned research article (See UEVirtual).</p>	
<p>7th May 06 to 11</p>	<p>CONTINUED WORK WITH USJ; THE LATIN AMERICAN CONTEXT (Virtual link) AGU: Progress check. Stereotypes and prejudice in Peru and Japan. Mini-presentations on the assigned articles in pairs. Preparation for first videoconference session with Chinese partners. Review for Midterm Exam.</p>	<p>Discuss AGU problems and progress.</p> <p>Discuss required readings.</p> <p>2 Reflections on Post 5: Stereotypes. Due 5/7. Also, comment on the reflections</p>

	<p>MIDTERM EXAM</p> <p>Required Reading</p> <p>---</p> <p>Hofstede, G., & Bond, M. H. (1988). The Confucius connection: From cultural roots to economic growth. <i>Organizational Dynamics</i>, 16(4), 5-21.</p> <p>Fan, Y. (2000). A Classification of Chinese Culture. <i>Cross Cultural Management - An International Journal</i>, 7(2), 3-10.</p>	<p>on your posts.</p> <p>Forum 4: Opinions, impressions about what was learned through the video conferences with USJ. Due 5/8.</p> <p>Hashtagged Video Post 6: Collaborative Project. Due 5/10.</p> <p>Review for Midterm Exam</p>
<p>8th May 13 to 18</p>	<p>MIDTERM EXAMS</p>	
<p>LEARNING UNIT IV: SHAANXI NORMAL UNIVERSITY (CHINA)</p> <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> • To successfully demonstrate the basic technical and social skills necessary to collaborate internationally in the contemporary world. • To clearly describe the behavioral systems in Anglo-Saxon regions as well as the Far East and how to relate these systems with national and regional differences, which has implications for international business and the work environment in Latin America. • To critically examine and explain the social and professional behavior in other countries and cultures under the theoretical framework of contemporary interculturalists in order to develop trust and business relationships. • To clearly identify the social and professional behavior that is acceptable in other countries. • To successfully collaborate in a virtual environment with international partners, adapting collaborative and leadership strategies to different teams' diverse social and cultural backgrounds and abilities. 		
<p>9th May 20 to 25</p>	<p>FIRST VIDEOCONFERENCE WITH SNU: INTRODUCTIONS</p> <p>High context vs. low context cultures. Introductions with Chinese students.</p>	<p>Review midterm exam results.</p> <p>VC with Chinese students.</p> <p>Note-taking for observation journal.</p> <p>Debrief the VC session.</p> <p>Discuss required readings.</p> <p>Out-of-class activities</p>

	<p>SECOND VIDEOCONFERENCE WITH SNNU: EDUCATIONAL SYSTEM Education in Peru and China. Technology's impact on education, culture and society. Collaborative Research Project guidelines.</p> <hr/> <p>Required Reading:</p> <p>Bush, T. & Haiyan, Q. (2000). Leadership and culture in Chinese education. <i>Asia Pacific Journal of Education</i>, 20(2), 58-67.</p> <p>Li, S. T. K. (1999). Management development in international companies in China. <i>Education + Training</i>, 41(6/7), 331-336.</p> <p>Zhu, Y., McKenna, B., & Sun, Z. (2007). Negotiating with Chinese: success of initial meetings is the key. <i>Cross Cultural Management: An International Journal</i>, 14(4), 354-364.</p>	<p>Contact your SNNU partner.</p> <p>VC with Chinese students.</p> <p>Note-taking for observation journal.</p> <p>Debrief the VC session.</p> <p>Discuss required readings.</p> <p>Out-of-class activity Explain questionnaires to Chinese students.</p>
<p>10th May 27 to June 01</p>	<p>THIRD VIDEOCONFERENCE WITH SNNU: BUSINESS Business in Peru and China.</p>	<p>VC with Chinese students.</p> <p>Note-taking for observation journal.</p> <p>Debrief the VC session.</p> <p>Discuss required readings.</p>
	<p>FOURTH VIDEOCONFERENCE WITH SNNU: HISTORY History of Peru and China.</p> <hr/> <p>Required Reading</p> <p>Lambert, T. (2019). A brief history of China. Retrieved from http://www.localhistories.org/china.html</p> <p>Powell, B. (2015, May 28). Gender imbalance: How China's one-child law backfired on men. Newsweek Magazine. Retrieved from https://www.newsweek.com/2015/06/05/gender-imbalance-china-one-child-law-backfired-men-336435.html</p>	<p>VC with Chinese students.</p> <p>Note-taking for observation journal.</p> <p>Debrief the VC session.</p> <p>Discuss required readings.</p>
<p>11th June 03 to 08</p>	<p>FIFTH VIDEOCONFERENCE WITH SNNU: FAMILY AND CULTURAL TRADITIONS Peru and China regarding family and cultural traditions. Progress check: Collaborative Research Projects.</p> <hr/> <p>SIXTH VIDEOCONFERENCE WITH SNNU: RELIGION AND THE MEANING OF LIFE Religion and the meaning of life in Peru and China. Progress check: Collaborative Research Projects.</p>	<p>VC with Chinese students.</p> <p>Note-taking for observation journal.</p> <p>Debrief the VC session.</p> <p>Discuss required readings.</p> <p>VC with Chinese students.</p> <p>Note-taking for observation journal.</p>

	<p>Required Reading</p> <p>Robertson, C. J., Olson, B. J., Gilley, K. M., & Bao, Y. (2008). A cross-cultural comparison of ethical orientations and willingness to sacrifice ethical standards: China versus Peru. <i>Journal of Business Ethics</i>, 81(2), 413-425.</p> <p>InterNations. (n.d.) Discrimination and racism in China. Retrieved from https://www.internations.org/china-expats/guide/29460-safety-security/discrimination-and-racism-in-china-17752</p>	<p>Debrief the VC session.</p> <p>Discuss required readings.</p>
<p>12th June 10 to 15</p>	<p>SEVENTH VIDEOCONFERENCE WITH SNNU: STEREOTYPES AND PREJUDICE Stereotypes and prejudice in Peru and China. Final questions regarding Collaborative Research Project Presentations.</p> <p>EIGHTH VIDEOCONFERENCE WITH SNNU: COLLABORATIVE PROJECT PRESENTATIONS Collaborative research project presentations.</p>	<p>VC with Chinese students.</p> <p>Note-taking for observation journal.</p> <p>Debrief the VC session.</p> <p>Discuss required readings.</p> <p>Upload Collaborative Project Presentations. Due 6/12.</p> <p>VC with Chinese students.</p> <p>Note-taking for observation journal.</p> <p>Debrief the VCs with the China.</p> <p>Forum 3: Opinions, impressions about what was learned through the video conferences with SNNU. Due 6/13.</p>
	<p>Required Reading</p> <p>---</p> <p>Hofstede, G. J., Pedersen, P., Hofstede, G. (2002). <i>Exploring cultures: Exercises, stories and synthetic cultures</i>. Yarmouth, ME: Intercultural Press.</p> <p>Bird, A., Mendenhall M., Stevens M.J., & Oddou G. (2010). Defining the content domain of intercultural competence for global leaders. <i>Journal of Management Psychology</i>, 25(8), 810 – 828.</p>	
<p>LEARNING UNIT V: INTERCULTURAL COMPETENCE AND VIRTUAL TOOLS</p> <p>LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> To clearly increase intercultural competence in order to be successful in an increasingly globalized business world. To critically analyze cultures from national cultural model theories from theorists such as Hofstede and Trompenaars and describe those theories' implications on management sciences. To successfully demonstrate the basic technical and social skills necessary to collaborate internationally in the contemporary world. To practically conduct qualitative and quantitative research through the development of an original research project. 		
<p>13th June 17 to 22</p>	<p>INTERCULTURAL COMPETENCE Eastern vs. Western culture. Barriers to good intercultural communication. Expatriate life and Culture shock. Leadership across cultures. Case studies of managing intercultural conflict by using Cultural Dimensions. Clark Worthy's notion of a Cultural Learning Curve. Intercultural competence and employability.</p>	<p>Reflect on the semester's links.</p> <p>Discuss case studies of intercultural conflict.</p> <p>Lecture: Intercultural competence.</p>

	<p>Intercultural competence for global leaders. Explanation of requirements for Integrative Research Essays and Presentations.</p> <p>DOING BUSINESS INTERNATIONALLY Social responsibility in an international company. Marketing globally. Entry strategies in international markets. Regional integration.</p> <p>Required Reading</p> <p>Wentrup, S., Castaño, R., Ayala, E. & Quintanilla, C. (March 2010). Do I believe in this brand? The moderating effect of culture on brand credibility. <i>Multidisciplinary Business Review</i>, 1(3), 6-19.</p> <p>Smith, C. (2014). <i>Working at a distance: A global business model for virtual team collaboration</i>. Aldershot, UK: Gower.</p>	<p>Integrative research presentation and essay, Due 6/26.</p> <p>Lecture: Social responsibility, marketing, and international trade.</p> <p>Case study: Antamina.</p>
<p>14th June 24 to 29</p>	<p>VIRTUAL TOOLS FOR INTERNATIONAL BUSINESS Virtual tools used for international collaboration. How to improve the utilization of virtual team tools for Intercultural Management.</p> <p>PRESENTATIONS ON RESEARCH Integrative Research Presentations on research findings regarding Cultural Dimensions in Peru and other countries.</p> <p>Required Reading</p> <p>-----</p> <p>Trompenaars, F. (1996). Resolving international conflict: Culture and business strategy. <i>Business Strategy Review</i>, 7(3), 51-68.</p>	<p>Discuss virtual tools for international teams.</p> <p>Review requirements for Integrative Research Presentations.</p> <p>Give final integrative research presentations.</p> <p>Turn in final integrative research essays.</p>
<p>15th July 01 to 06</p>	<p>TROMPENAARS Trompenaars's view of Cultural Dimensions. Intercultural Management: Resolving conflict. Reflection on possible improvements in Intercultural Management. Review for the final exam.</p> <p>FINAL EXAM</p>	<p>Lecture: Trompenaars.</p> <p>Discuss conflict resolution in intercultural management.</p> <p>Review for Final Exam</p>
<p>16th July 08 to 13</p>	<p>FINAL EXÁMS</p>	

VIII. References

Basic Bibliography:

- Berry, P. (2014, October 30). Communication tips for global virtual teams. *Harvard Business Review*. Retrieved from <https://hbr.org/2014/10/communication-tips-for-global-virtual-teams>
- Bird, A., Mendenhall M., Stevens M.J., & Oddou G. (2010). Defining the content domain of intercultural competence for global leaders. *Journal of Management Psychology*, 25(8), 810 – 828.
- Bush, T. & Haiyan, Q. (2000). Leadership and culture in Chinese education. *Asia Pacific Journal of Education*, 20(2), 58-67.
- Dimensions of Culture. (n.d.) *Exploring Culture*.
- Doing business in Japan. (No date). *World Business Culture*. Retrieved from <https://www.worldbusinessculture.com/country-profiles/japan/>
- Fan, Y. (2000). A Classification of Chinese Culture. *Cross Cultural Management - An International Journal*, 7(2), 3-10.
- Freese, P. (2008). American national identity in a globalized world as a topic in the advanced EFL-classroom. *American Studies Journal*, 51. Retrieved from <http://www.asjournal.org/51-2008/american-national-identity-in-a-globalized-world/>
- Friedrich, P, Mesquita L., & Hatum, A. (2005-2006). The meaning of difference: Beyond cultural and managerial homogeneity stereotypes of Latin America. *Management Research*, 4(1), 53-71.
- Herbig, P.A. & Milam, R. (1994). When in Japan, do as the Japanese do: The Achilles' heel of Japanese business philosophy. *Marketing Intelligence & Planning*, 11(12), 26-35.
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