Sílabo del curso

Intercultural Management for International Business

Marzo – julio 2024

Profesores

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I. General course data

Name of the course	Intercultural Management for International Business		
Prerequisite:	Intermediate English II	**Code:**	03880
Precedent:		**Semester:**	2024-1
Credits:	3	**Semester:**	
Weekly Hours:	4	**Course Format:**	Presencial and Remote - Synchronous
Major(s)	(Electivo Especialidad) for Psic Org, Psic Cons and Corporate Law Electivo Formación Carreras de la FACEA	**Course Coordinator:**	Mariella Olivos

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 a direct, individual international experience for students to interact with foreign students located in different universities and countries. The topics of discussion cover the following themes: What is Intercultural management, Impact of cultural diversity in management sciences, intercultural competence and communication theoretical frameworks of Culture (Hofstede and Trompenaars Models), Culture and Stereotypes, Leadership across Cultures, SDG across cultures. These concepts will be reviewed in a case study and in the local classes prior to the links. This course has the characteristics of a graduate seminar course; students will be asked to work in international teams.

III. Course Objectives

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 understand intercultural encounters with partner universities 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 describe Sustainable Development Goal SDG and to learn of the situation in their own country and partner country
- 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 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), real-time chat (Zoom chat), forums, 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 of international faculty and students as members of international teams composed from partner universities in:

Poland, PPANS - State University of Applied Studies - Przemyśl , PPANS
United States of America, East Carolina University in North Carolina – ECU
Malaysia, Universiti Teknologi Petronas- Seri Iskander, Malaysi, a UTP

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

- Videoconferencing sessions will cover a variety of themes related to
Cultural Dimensions, (Hofstede's, Trompenaars, 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, team projects will be carried out and presented on.

<u>Attendance of and active participation in every class is important to developing crucial skills in the subject matter and in the professional mastery of the English language. Students who do not attend a minimum number of VC sessions and/or fail to present one or both team project(s) will not receive an international certificate of participation at the end of the course.</u>

VI.   Evaluation

The course uses accumulative and integral evaluation. The grade of the course is obtained by averaging permanent evaluation (50%), the midterm exam (20%) and the final exam (30%).

The permanent evaluation average is the sum of the following elements: active participation in class (factors to be taken into account include attendance, participation in videoconference discussions and real-time chats, participation in classroom discussions, and virtual team project).

Three International Team Collaborative   Projects

2 Team Projects on SDG – Overview (Poland and Malaysia)
In this project, you and your partner will collaboratively explore one of the United Nations' 17 Sustainable Development Goals (SDGs) and create a product that raises awareness about this goal or seeks to address this goal in some way. You will also independently reflect on the experience by completing the Collaborative Project Reflection Guide. Reflection Questions are indicated throughout this document and should be answered as you complete the associated steps.
Collaboration must be between sets of partner students (i.e. at least one student from Institution A and at least one student from Institution B working together). Instructions and guidelines will be posted on the uevirtual.

1 Team Project on Global Leadership (United States)
Global Leadership Analysis Project ECU and Esan:

All students are required to participate in a Global Leadership Analysis project with a partner group. The project is based on students working together to provide an overview of the chosen global leader, including their background, where they work, and what they are known for

Teams will be two members from US and two members from Peru.

Projects should primarily be worked on outside of class time.

Preparatory Knowledge:
In preparation for working with their partners, students should have:
•   Basic knowledge of leadership
•   types of leaders
•   and leadership qualities.
Students should participate in a Kick-off session

Attendance Policy: Individual students should attend at least 1 kick-off session and participate at least in one synchronous meeting per week with team members.
Ensure your submission includes all team members' names and the chosen platform's recording link.

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

PERMANENT EVALUATION AVERAGE 50%		
Type of Evaluation	**Description**	**Weight %**
Class attendance and Active participation in class	Attendance, and participation in exercises in class. Questioning and presenting your ideas, data and Images at the interactions	15
Research Article Presentation (teams of two members)	Presentation of the findings of a research article assigned by the professor	25
3 International Team Collaborative Projects	1 Theme: SDG PAN- Poland 2. Theme SDG UTP- Malaysia 3. Theme Leadership ECU- USA	60

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

$$\textbf{FA} = (0.2 \times ME) + (0.50 \times PEA) + (0.30 \times FE)$$

In which:

FA   =   Final Average
ME   =   Midterm Exam
PEA =   Permanent Evaluation Average
FE   =   Final Exam

Contenido programado

SEMANA	CONTENIDOS	ACTIVIDADES / EVALUACIÓN
1° Del 21 al 30 de marzo	**LEARNING UNIT 1: Part 1 INTRODUCTION TO INTERCULTURAL MANAGEMENT & Tools for Intercultural awareness** Methodology of the course https://www.thegpe.org/ **LEARNING OUTCOMES** Recognize the importance of Intercultural Competence in the current job market and for working in virtual teams. Read and Review the file :Questioning as Methodology	Overview of the syllabus and course description When Working Remotely Global Matters https://youtu.be/T0LcPlRQTpA Building my "My Culture Map": Discuss in break out rooms Eight Scales that Map the world Cultures (Adapted from Meyer 2015) Resources https://youtu.be/DgbU7pP5QRc https://www.thegpe.org/gpe-resources/gpe-worldmap-project/ http://www.howtoresearchtrends.com/blog/the-culture-map https://culturalatlas.sbs.com.au/
2°	**Learning Unit 1: Part II** Peru and Latin America Cultural characteristics Part 1	https://www.hofstede-insights.com/models/national-culture/ https://www.hofstede-insights.com/country-comparison/

Del 1 de abril 06 de abril	Cultural traditions that define National and Regional Culture,Learning Outcomes Identify the characteristics of Peruvians' working styles, Cultural Dimension Model The European Context **Working in Virtual Teams Learning Outcomes**: Self Managed in Intercultural Teamwork Learning about Sustainable Development Goals DSG from United Nations	https://news.hofstede-insights.com/news/managing-global-virtual-teams-5-key-factors Each student will do research on the partner country: Poland **Team Project Description: Sustainable Development Goals (SDG) of the United Nations** In preparation for working with their partners, students should, Research basic information about their partner countries, follow current events happening in their partner countries
Del 8 de abril al 13 de Abril	**Learning Unit 2: Working in Virtual Teams Part 1** **Learning Outcomes**: Self Managed in Intercultural Teamwork Learning Outcomes Ethnography and the Collaborative Project The goals of the first linking day are to build rapport among students and to develop an open and warm class atmosphere that is conducive to meaningful discussions throughout the remaining linking days	PPANS Polonia University VC 1 & 2 April 8th Student introductions/ Icebreaker game/ (All Video conference) Students bring an item that represents the culture in Peru. Students would describe to the class how the item they have brought to class represents their country. April 10th Day 2/7 Date 10/4 Foundational Linking Days: College Life and work and careers (Group A in video conference, Group B in breakout rooms)
4° Del 15 al 20 de abril	**Learning Unit 2: Working in Virtual Teams Part 2** Intercultural Teamwork Learning Outcomes Ethnography and the Collaborative Project	PPANS Poland University VC 3 & 4 Monday April 15 – (Group B video conference, Group A in breakout rooms) Day 3 /7 Date 15/4 Foundational Linking Days: Family and Cultural Traditions Wednesday April 17 ---(Group a video conference, Group B in breakout rooms) Day 4/7 Date 17/4 Foundational Linking Days: The Arts and Tourism in your culture
5° Del 22 al 27 de abril	**LEARNING UNIT 3: Working in Virtual Teams Part 3** **Intercultural Teamwork** **Learning Outcomes Ethnography and the Collaborative Project**	PPANS Poland University VC 5 & 6 Monday April 22 – Day 5 /7 Date 22/4 Advanced Linking Days: Menthal Health, Social Media (Group B video conference, Group A in breakout rooms) Wednesday April 24 Day 6/7 Date 24/4 Advanced Linking Days: Stereotypes, Prejudices and Gender Roles (Group A video conference, Group B in breakout rooms)
6°	**Learning UNIT 3:** **Global Leadership , characteristics & Working Styles across LA**	PPANS Poland University VC 7 Monday April 29th Collaborative Project presentations (all in video conference)

Del 29 de abril 04 de mayo	Local Class Case Study: A chef's Dream	Day 7/7 Date 29/ 7 Advanced Linking Days: Some groups selected present the SDG collaborative Projects Wednesday May 1st- No lectures - Labor Day
7° Del 6 al 11 de mayo	**Learning UNIT 4: Global Leadership , characteristics & Working Styles across LA** Leadership Project ECU-Esan Briefing Mid Term Exam review Mid term exam May 8th	Global Business Collaborative project asyncronic Discussion on the reading: Global Leader's Role and Environment https://gpeproject.ecu.edu/gb/staff/2-Leadership.pdf Description reminder for the Kick-off meeting May 19th and May 20th
8° Del 13 al 18 de mayo	<td colspan="2" align="center">**EXÁMENES PARCIALES**</td>
9° Del 20 al 25 de mayo	**Learning UNIT 4: Global Leadership , characteristics & Working Styles across LA.** **Virtual teams in asynchronic Context**	ECU USA Kick-off session May 19th (7 pm Lima time/ 8 pm EST) and May 20th (7 pm Lima time/ 8 pm EST) ECU USA Submit Rules of engagement template, meeting agenda, meeting minutes and team performance survey Initial planning meeting Students should form teams and create team charter and first meeting agenda.
10° Del 27 de mayo al 01 de junio	**Learning UNIT 5: Virtual teams in asynchronic Context** Leadership Project ECU-Esan (W1) American Culture	ECU USA Asynchronous GVT ECU USA: Submit Leader Selection, meeting agenda, meeting minutes and team performance survey
11° Del 03 al 08 de junio	**Learning UNIT 5: Virtual teams in asynchronic Context Part 2** Culture in Asia: China , Japan , Malaysia study Cases Day 1/6 June 3rd Introductions- Bring to the class a Peruvian cultural Object Day 2/6 June 5 Foundational Linking Days: Discussion Topics Life and work and careers	ECU USA meeting agenda, meeting minutes and team performance survey UTP Malaysia VC 1 &2 Discussion at the zoom meeting
12° Del 10 al 15 de junio	**Learning UNIT 5:** Culture in Asia: China , Japan , Malaysia study Cases Day 3/6 June 10 Foundational Linking Days: Family and Cultural Traditions Day 4/6 June 12 Foundational Linking Days: The Arts and Tourism in your culture	UTP Malaysia VC 3 &4 Discussion on the topics at the zoom meeting Week 4 USA ECU Asynchronous GVT ECU: presentation draft, meeting agenda, meeting minutes, team performance survey and peer evaluation.
13° Del 17 al 21 de junio	**Learning UNIT 5:** Trompenaars, F. (1996). Resolving international conflict: Culture and business strategy. Business Strategy Review, 7(3), 51-68. Day 5/6 June 17 Advanced Linking Days:Stereotypes, Prejudices and Gender Roles	UTP Malaysia VC 5 &6 SDG Project Presentations Week 5 USA ECU Asynchronous GVT ECU: presentation and recording of leadership project (june 19th)

	Day 6/6 June 19 Advanced Linking Days: Some groups selected present the SDG collaborative	
14° Del 24 al 29 de junio	**Learning UNIT 6: Intercultural Management: Resolving conflict.** Lecture: TROMPENAARS MODEL Trompenaars' view of Cultural Dimensions.	Students selected paper l Presentations
15° Del 01 al 06 de julio	Presentations Course Final Exam (July 3rd Wed)	Students selected papers
16° Del 8 al 13 de julio	**EXÁMENES FINALES**	

VII.   Bibliography

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VIII.   Professors

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