Sílabo del curso

Intercultural Management for International Business

Marzo – julio 2025

Profesores

Olivos Rossini, Mariella

I.   General course data

Name of the course	Intercultural Management for International Business		
Prerequisite:	Intermediate English II	**Code:**	03880
Precedent:		**Semester:**	2025-1
Credits:	3	**Semester:**	
Weekly Hours:	4	**Course Format:**	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 Prof. Robert Oliwa	United States of America, East Carolina University in North Carolina – ECU Prof. Gera Miles	Japan, Shimane University – Shimane, USJ Prof.Tyler Thomas
Synchronous April 9 -May 12	Synchronous May 28-june18	Asynchronous

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.

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.

VI.   Evaluation

The course uses accumulative and integral evaluation. The grade of the course is obtained by averaging permanent evaluation (70%), 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
In this project, you and your partner in each country 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). You can find instructions and guidelines posted at the uevirtual.

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

PERMANENT EVALUATION AVERAGE 70%		
Type of Evaluation	**Description**	**Weight %**
Class attendance and Active participation in class	Attendance, and active participation in in class. Questioning and presenting your ideas, data and Images at the interactions	25
Research Article Poster Presentation (teams of two members)	Oral Presentation of the findings of a research article assigned by the professor	15
3 International Team Collaborative Projects	1 Theme: SDG PAN- Poland 2. Theme SDG USJ Shimane Japan 3. Theme SDG ECU- USA	20 20 20

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

$$\mathbf{FA} = (0.70 \text{ x PEA}) + (0.30 \text{ x FE})$$

In which:

FA   =   Final Average

PEA =   Permanent Evaluation Average
FE   =   Final Exam

Contenido programado

SEMANA	CONTENIDOS	ACTIVIDADES / EVALUACIÓN
1° Del 17 al 22 de marzo	**LEARNING UNIT 1: INTRODUCTION TO INTERCULTURAL MANAGEMENT AND WORKING IN VIRTUAL TEAMS** LEARNING OUTCOMES Recognize the importance of Intercultural Competence in the current job market and for working in virtual teams. 1.What is Culture, National, Regional, Organizational Culture. 2.The Cultural Iceberg 3. Understanding Cultures through Society characteristics, family, education and values, stereotypes and prejudices, gender roles.(questioning during interactions) 4. National Culture and impact to Organizational Culture. Cases through the research of selected articles. The poster task 4. What is and Why SDG in a international context? -The United Nations.	Overview of the syllabus and course description Methodology Rules of the course https://www.thegpe.org/ (Each student should login) https://culturalatlas.sbs.com.au/ Read and Review the file :Questioning as Methodology Explanation of the Collaborative Project **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 https://www.theculturefactor.com/intercultural-management

2° Del 24 al 29 de marzo	**LEARNING UNIT 2: THE HOFSTEDE CULTURAL DIMENSION MODEL** Learning Outcomes: Learning from Theories and from applied organizational cultural practices 1.A Theorethical framework to identify, understand values, behaviors and norms in different cultures around the world 2.Identify Peruvians' culture characteristics according Hofstede and Latin America Cultural characteristics 3. Society in Peru- The Arellano study	https://www.hofstede-insights.com/models/national-culture/ https://www.hofstede-insights.com/country-comparison/ https://news.hofstede-insights.com/news/managing-global-virtual-teams-5-key-factors Discusion in Break out rooms about the Arellano Study

Del 31 de marzo al 5 de Abril	**Learning Unit 3:**
	Self Managed in Intercultural Teamwork
	
	Learning Outcome: identify your cultural profile
	Two different Approach:
	    1. Solomon and Schell (2010)Testing our cultural Preferences and Values: My own Cultural Personal Style
	    2. Erin Meyer " MyCultural Map"
	
	Preparation for the first linking day with Poland- Research about the country – Facts on History
	How to develop an open and warm class atmosphere that is conducive to meaningful discussions throughout the remaining linking days
		Solomon and Schell (2010) work on the test at uevirtual
		Discuss at break out rooms the results
		
		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/i92yIOSiBkc?si=P4FOCbmRpir5FZ4I
		
		https://youtu.be/DgbU7pP5QRc
		http://www.howtoresearchtrends.com/blog/the-culture-map
		https://youtu.be/jUwFN3lzRFo?si=OjNsNINib-7-zqcc
		https://youtu.be/Q3X7legs3gM?si=oQuwAomvkRC69Gay

4°
 	
Del 7 al 12 de abril
	Learning Unit 4: Working in Virtual Teams
	Intercultural Teamwork
	Learning Outcomes Ethnography and the Collaborative Project
	
	First Linking Day
	
	Topic: *Introductions & Icebreaker*
		PPANS Poland University VC 1
		
		April 9
		Student introductions/ Icebreaker game/ (All Video conference)
		
		  • **Personal Introductions:** Each student introduces themselves individually, sharing their name, major, and a fun fact. Optionally, they can mention one aspect of their culture they relate to.
		
		  • **Cultural Symbols:** Each student presents an object, photo, or story representing their culture, with groups collaborating to ensure diversity.
		
		  • **Mascot Introduction:** Groups collaborate to create a mascot representing their university, culture, or shared identity. Each student presents a different aspect of the mascot (e.g., name, story, design).

		Interactive Questions: Students answer questions like, "What's your favorite holiday tradition?" or "If you could visit any country, where would it be and why?" individually.

5°
 	
Del 14 al 19 de abril
	LEARNING UNIT 5: Working in Virtual Teams
	Intercultural Teamwork
	Foundational Linking Days
	Topics:
	Monday April 14
	    1. College Life & Education
	Wednesday April 16
	    2. Cultural Traditions
		PPANS Poland University VC 2 & 3
		April 14
		Foundational Linking Days: College Life and work and careers
		(Group A in video conference, Group B in breakout rooms)
		
		Discuss daily schedules, education systems, and challenges in balancing life and studies.
		Share aspirations and how education prepares them for future careers
		
		April 16
		(Group B video conference, Group A in breakout rooms)
		Foundational Linking Days: Family and Cultural Traditions
		
		    o **Present unique festivals, holidays, and family traditions.**
		    o **Highlight traditional food, arts, and music, emphasizing cultural significance.**

6°
 	
Del 21 al 26 de abril
	Learning UNIT 6: Working in Virtual Teams
	Intercultural Teamwork
	
	Monday April 21
	
	TOPIC Discussion Tourism
	
	Advanced Linking Days
	Topics:
	Wednesday April 23
	
	    1. Stereotypes & Prejudices / Media Representation
		PPANS Poland University VC 4 & 5
		April 21
		(Group a video conference, Group B in breakout rooms)
		Foundational Linking Days: The Arts and Tourism in your culture
		Showcase popular destinations and hidden gems in their countries
		Provide tips for tourists, including cultural etiquette and must-see places.
		April 23 Advanced Linking Days:
		    Stereotypes & Prejudices / Media Representation
		(Group B video conference, Group A in breakout rooms)
		o Main Room Discussion: Talk about common stereotypes related to their culture and whether these are accurate or misleading.
		Breakout Rooms: Discuss how media portrays different cultures and its impact on global understanding

7° Del 28 de abril al 3 de mayo	**Learning UNIT 7: Working in Virtual Teams** Monday April 28 Intercultural Teamwork Mental Health / Wellness Final Linking Day Wednesday April 30 T Key Takeaways: Each student shares what they've learned about another culture and how it impacted their perspective.	PPANS Poland University VC 6 & 7 April 28 Advanced Linking Days: Mental Health / Wellness (Group A video conference, Group B in breakout rooms) Main Room Discussion: Explore mental health awareness in their cultures, societal attitudes, and common challenges. o Breakout Rooms: Discuss wellness practices, such as fitness routines, mindfulness, or traditional approaches to well-being. April 30 Topic: Reflection

	•Personal Growth: Students uss how the experience changed their understanding of their own culture and others	
	•Memorable Moments: Highlight the most interesting or surprising parts of the discussions.	
	•Collaborative Feedback: Reflect on the collaborative process, what worked well, and areas for improvement	
8° Del 5 al 10 de mayo	**Learning UNIT 8: Working in Virtual Teams**	Monday May 5 Team Projects on SDG presentation Wednesday May 7 Team Projects on SDG presentation
9° Del 12 al 17 de mayo	**Learning UNIT 9: Working in Virtual Teams** Global Leadership , characteristics & Working Styles across LA. Global Project American Culture Virtual teams in asynchrony Context	Monday May 12 Team Projects on SDG presentation
10° Del 19 al 24 de mayo	**Learning UNIT 10: Culture and Leadership** 1.Culture and Leadership (Northouse) 2. Hispanic Leadership	Reading : Romero, Eric Ogliastry , Discussion in Break out Rooms **Video at uevirtual**
11° Del 26 al 31 de mayo	**Learning UNIT 11: Working in Virtual Teams** 1. Culture in Asia 2. Western and East culture. Case of Bush in Japan Analysis	Shimane Asynchronous Activity 1 – May 26 & May 28 Students participating in AGU will interact with each other asynchronously using the Canvas LMS platform. Students will create, record, and post descriptive videos on selected cultural topics. Students will watch and post responses to partners' videos. Responses should include questions, comments, pictures, videos, links to relevant resources, and more. Students will also work asynchronously and synchronously with their collaborative project partner to complete a collaborative project Read the Asynchronous Global Understanding (AGU) Guideline Spring 2025Shimane _ Japan Discussion Topics Booklet ECU VC 1 wed May 28 Student introductions/ Icebreaker game/ (All Video conference)
12° Del 2 al 7 de junio	**Learning UNIT 12: Virtual teams in asynchronic Context Part1**	ECU VC 2 – June 2 ECU VC 3 – June 4 Shimane Asynchronous June 2 Shimane Asynchronous– June 4
13°	**Learning UNIT 13: Virtual teams in asynchronic Context Part 2** Culture in Asia: China , Japan study Cases	ECU VC 4 – June 9 ECU VC 5 – June 11 Shimane Asynchronous VC 5 – June 9

Del 9 al 14 de junio		Shimane Asynchronous VC 6 – June 11
14° Del 16 al 21 de junio	**Learning UNIT 14: Virtual teams in asynchronic Context Part 3** Trompenaars, F. (1996). Resolving international conflict: Culture and business strategy. Business Strategy	ECU VC 6 – June 16 ECU VC 7 – June 18 Students selected paper : How culture impact in Management Presentations
15° Del 23 al 28 de junio	**Learning UNIT 15: : Intercultural Management: Resolving conflict.** Lecture: TROMPENAARS MODEL Trompenaars' view of Cultural Dimensions	Students selected paper : How culture impact in Management Presentations
16° Del 30 de junio al 5 de julio	**Learning UNIT 16: Intercultural Management: Resolving conflict.** .	Students selected paper : How culture impact in Management Presentations Final EXAM

VII. Bibliography

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VIII. Professors
Olivos Rossini, Mariella
molivos@esan.edu.pe