

COURSE GUIDE



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- MC-WORLDDIV-13: World of Diversity (Part A): Intercultural Management
- 2014 - 2015
- Term A
- Part of minor International Business Skills
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World of Diversity- Intercultural Management Minor International Business Skills

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1 Course Description

As the world is getting more and more global it is crucial to develop one's ability to do business with people from different cultural backgrounds. Research shows that intercultural competence is a key concept for successful global managers in today's global workplace. Intercultural competence contains knowledge, skills, and attitudes which are key factors when behaving and communicating effectively and appropriately with people from different cultures.

Intercultural Management (Term A) focuses on developing your intercultural competence through looking at different business themes and how you can adjust your communicative behaviour in order to achieve your business goals in working with people from different cultures.

At the end of this course one is able to observe a development of own intercultural competencies, which means that one is able to select and demonstrate appropriate and effective communicative behaviour in a given intercultural setting.

You will form country-oriented work-teams, to develop specific knowledge of the country. The countries you will be researching are: Brazil, India, China, Mexico and South-Africa. In order to see your developments of other parts of intercultural competencies reports, such as self-reflection and research paper, will be produced.

2 Course Goals and Learning Objectives

By the end of this course, you will be able to demonstrate knowledge, skills, and attitudes which help you behave and communicate with your business partners in order to achieve your business goals to some extent. You will be able to describe how to develop your intercultural competence so that you will be able to choose effective and appropriate communicative behaviour in different intercultural business situations.

Internal Outcomes

A good level of each Attitudes, Knowledge and Skills lead to create flexibility, adaptability, empathy and ability to truly see from multiple worldviews, beyond their own way of seeing the world (= Internal outcomes). These aspects lead to questions such as:

- Do I know how others want to be treated or do I assume they want to be treated by my cultural

standards?

- Am I able to adapt my behaviour and communication style to accommodate others from different culturally conditioned communication styles?
- Am I able to be flexible in responding to others' needs, seeking to understand those needs from their cultural perspectives?
- Can I easily view knowledge, cultural artifacts or a situation or issue from multiple perspectives?

External Outcomes

Such flexibility, adaptability and empathy leads to what is termed an 'external outcome', defined as appropriate and effective behaviour and communication in intercultural interactions. Here, the words 'appropriate' and 'effective' are critical: while 'effective' refers to whether one has met his or her own goals, 'appropriate' refers to the manner in which those goals were achieved. In this case, the others will know whether he or she has truly been culturally appropriate in the interaction. This external outcome leads to questions such as:

- How culturally appropriate have I been in my interactions with others?
- Was I able to meet my goals in an appropriate and effective manner?
- What could I do differently in the future to be more appropriate and effective in my communication and behavior in my interpersonal interactions?

3 Place in the Curriculum and Related Courses

World of Diversity, Intercultural Management, is part of the minor International Business Skills. There is a relationship with the Social Business Skills course within this minor (Golf for(e) Business, Wine, Etiquette & Networking) .

In addition, the minor is a third and fourth year course, and consequently, the level of handed in work should be as such.

4 Study Burden

The total study load consists of: (70 hours = 2,5 EC)

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| - Six 90-minute lessons : | 9 hours |
| - Homework (5 x 3 hours) : | 15 hours |
| - extra assignments : | 35 hours |
| - exam preparation : | 10 hours |
| - written exam : | 1 hour |
| - total | 70 hours (= 2.5 EC) |

5 Pre-requisites

Not applicable.

6 Exemption Possibilities

There are no possibilities of exemption for assignments and/or the written exam.

7 Competencies

Competencies are the combination of attitudes, knowledge and skills. (Adapted from D. Deardorff, 2009)

Attitudes: Openness, Respect and Curiosity

The following questions help evaluate one's attitudes:

- How truly open am I to those from different cultural, socio-economic and religious backgrounds?
- Do I make quick assumptions about a person I have just met? Do I prejudge people or situations, or do I withhold judgment while I explore the multifacets of the situation?
- Do I measure someone's behaviour based on my own culturally conditioned expectations or do I try to understand one's behaviour based on his or her own culturally conditioned background?
- Do I value those from different backgrounds? How do I demonstrate that I value others, even when I may disagree with their beliefs and opinions?
- Am I eager to learn about different cultures and, specifically, am I eager to learn about backgrounds and experiences of someone I am dealing with? Do I make an effort to learn more?

To be open means to be open to the other and to situations in which something is done differently. You can tolerate your counter partner as being different and doing things differently.

Curiosity and openness include readiness to suspend judgments about other cultures. In other words, you are ready to regard other people's values, customs and practices as worthwhile in their own right and not merely as different from the norm. While you may not share these values, customs and practices, you feel strongly that others are entitled to them and should not lose respect on account of them. You may sometimes need to adopt a firm but diplomatic stance over points of principle on which you disagree.

Knowledge: Cultural self-awareness, Country specific knowledge

The following questions can be asked to see the level of your knowledge:

- Can I describe my own cultural conditioning? For example, what cultural values impact on how I behave and communicate with others? What are some of my core beliefs and how have they been culturally influenced?
- How would I describe my worldview?
- How would I describe others' worldviews? How might these differ from the ways in which I see the world?
- How much do I know about cultural backgrounds of someone that I am interacting with? What information am I missing and how can I get that information?

'Cultural self-awareness' means that individuals are able to describe the lens through which they see the world, including underlying culturally conditioned values that impact on their own behaviours and understanding of others' behaviours. 'Culture-specific knowledge' contains especially a deeper understanding of worldviews, historical contexts and other influences on a culture.

Skills:

With regard to the skills that are needed to be intercultural competent, the two most valuable skills include those of listening and observing. In addition, it is important to know how to relate and evaluate the knowledge that they obtain. The skills found in this intercultural competence model point to the importance of process and of engaging in active reflection – on one's practice, on one's intercultural interactions. These skills lead to questions such as:

- How much do I really listen to others?
- Do I engage in active observation in interactions, paying attention to subtle nuances and dynamics among my contacts, and in my interactions with them?
- Do I engage in active reflection on my practice and on my interactions with those from different cultural backgrounds? Do I seek to understand why something occurred and what lessons can be learned from the situation?
- Do I know how to evaluate interactions and situations through an intercultural lens, seeking to understand the underlying cultural explanations for what occurred?

8 Didactic Forms

Lectures, students' presentations, discussions and group assignments. The students will work both in groups and individually. Students should prepare the chapters of the book *Global Dexterity* (2013), by Andy Molinsky. They will analyse how the theory presented in the book is to be found in real life and share their insights with the rest of the class. Also the assignments in the book will help them describing personal situations. Please note, that the real life examples form an important part of the examination.

9 Student Activities

- Week 1 What is culture?
- Week 2. Intercultural Communications in business
- Week 3 Handling international meetings and teamwork
- Week 4 Handling conflict and Making decisions
- Week 5 Global Dexterity: what is to be a global leader?
- Week 6 Country Presentations

10 Testing and Assessment

At the end of the course, students are given a practical mark (for their final report, participation and the weekly assignments) and an examination mark (for the open-ended questions examination). The main purpose of the open-ended questions examination is to test students' theoretical knowledge. The weekly assignments are used chiefly for testing the students' ability to apply this knowledge to practical situations, to analyse situations, and to conceive and communicate solutions. Both the practical and examination marks must be at least 5.5. This course counts for 50% of the final mark for MC-WORLDDIV-13. The final mark consists of Part A (this course) and Part B (the other course taught in term B) in which case five study credits are awarded.

9.1 Practical mark (60%)

The goal of the practical assignments is that students are actively analyzing their own intercultural skills. The practical assignment is itself based on an research report (30%), participation (10%) and weekly assignments (20%).

This course counts for 50% of the final mark for MC-WORLDDIV-13. The final mark consists of Part A (this course) and Part B (the other course taught in term B) in which case five study credits are awarded.

- Practical: 60% > report, analysis practical situations and own intercultural skills
 research report 30% (sources, academic intro, analysis culture, academic conclusion)
 individual participation 10% (attendance + individual assignments: grade 1/10)
 group assessment 20% (, work reflection, grade 1-10)

Both the practical and examination marks must be at least 5.5.

The criteria used for assessment purposes are quality (making good use of theory, use of other sources, evidence of understanding of the material, depth), commitment, and completeness. Practical marks are generally given to entire teams, although exceptions are possible, such as in the case of a team member who clearly falls short of the standard required or who is absent.

9.2 Examination mark (40%)

The examination normally consists of 10 multiple-choice questions and five open-ended (case) questions. You have 60 minutes to complete the exam. Material to be studied is the book, all the hand-outs and lecture notes.

- Exam: 40% > applying theoretical knowledge
 about Molinsky, Huijser, class material + guest lectures
 10 MC questions, 3 cases
 60' in exam week

| Type of Assessment | Weighting | Min. Mark |
|--------------------|-----------|-----------|
|--------------------|-----------|-----------|

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| Practical assignments | 60% | 5,5 |
| Examination | 40% | 5,5 |

11 Course Material and Literature

Required:

A. Molinsky (2013) *Global Dexterity: How to Adapt Your Behavior Across Cultures without Losing Yourself in the Process*, Harvard Business Review Press

Huijser(2013) **Managing mindsets**, applying the cultural advantage in your business, Ayn Press 2013

Brinkmann& van Weerdenburg, (2014) *Intercultural Readiness, Four competences for working across cultures*, Chapter 6 *Intercultural competences for culturally diverse teams (135-175)*de groot, Palgrave

12 Course Evaluation

The course will be evaluated after the end of the course.